

Student Satisfaction Ratings for E  
1991 and 1992

BPS Service	Average Rating
Readers	3.1
Notetakers	3.2
Test-Taking Assistance	3.1
Tutorial Assistance	3.3
Transcription	3.0
On-Campus Transportation	2.7
Off-Campus Transportation	2.8
Access to Adaptive Equipment	3.4
Equipment Repair	2.6
Registration Assistance	3.1
Referral to Campus/Agencies	3.1
Special Parking	3.1
Disability Related Counseling	3.3
Diagnostic Assessment	3.3
Specialized Orientation	2.2
Speech Services	2.2

Rating scale: 1 = Not at all, 2 = Fair, 3 = Good, 4 = Excellent

# STUDENT AND STAFF SATISFACTION WITH PROGRAMS FOR STUDENTS WITH DISABILITIES



## CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

## SUMMARY

This report is the first describing faculty, staff, and student satisfaction with the services provided to students with disabilities at the California Community Colleges, the California State University, and the University of California. The report was called for under Assembly Bill 746 (Hayden, Chapter 829 of the Statutes of 1987).

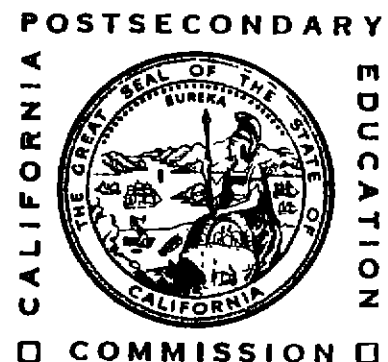
Prior Commission reports in this area have dealt with outcomes measures such as transfer, retention, and graduation rates, but this report comments on findings from the systems' surveys to determine the satisfaction with their services for students with disabilities by these students themselves as well as by faculty and staff in general. The report includes as appendices the reports from each of the systems, summarizing their survey findings and reproducing their survey instruments.

The Commission adopted this report at its meeting on September 13, 1993, on recommendation of its Educational Policy and Programs Committee. Further information about the report may be obtained from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938.

# STUDENT AND STAFF SATISFACTION WITH PROGRAMS FOR STUDENTS WITH DISABILITIES

*Comments by the California  
Postsecondary Education Commission  
on Reports Prepared by California's  
Public Systems of Higher Education  
in Response to Assembly Bill 746  
(Chapter 829, Statutes of 1987)*

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION  
1303 J Street ♦ Suite 500 ♦ Sacramento, California 95814-2938





**COMMISSION REPORT 93-15  
PUBLISHED SEPTEMBER 1993**

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# STUDENT AND STAFF SATISFACTION WITH PROGRAMS FOR STUDENTS WITH DISABILITIES

*Comments by the California Postsecondary Education Commission*

**A**SSEMBLY BILL 746 by Assembly Member Tom Hayden (Chapter 829, Statutes of 1987), which is reproduced in Appendix A of this report, directs the California Community Colleges, the California State University, and the University of California to undertake various activities related to their respective programs for students with disabilities. Among its requirements are that the three systems coordinate their planning and development of these programs, follow a specified procedure in requesting State funds for these programs, and develop and implement a system for evaluating them, including biennial statistical reports on the retention, persistence, transfer, and graduation of students served by the programs, and five-year reports on campus evaluations to assess the satisfaction of staff and students with them. The legislation also directs the Commission to convene an Intersegmental Planning Committee on Disabled Student Services to develop policies to better serve these students, and to comment on the systems' reports.

Since 1990, the Commission has commented on two of the biennial statistical reports from the systems, but this is the first time it has commented on their five-year evaluative reports. The Commission's comments consist largely of a brief review of the findings of the five-year reports. The brevity of its analysis is due, in large part, to the thoroughness of the systems' reports and to the substantially positive results of their surveys.

## **Background on the reports from the systems**

Over the past five years, the systems have been preparing to conduct their staff and student satisfaction surveys in two ways. First, they each have been developing their information collection and dissemination systems in order to facilitate gathering the needed data. Second, through the Intersegmental Planning Committee, they have developed staff and student satisfaction survey instruments that are similar enough to be consistent among them while, at the same time, being unique enough to serve the specific needs of each system.

The systems' reports are reproduced in Appendices B, C, and D of this document. Those reports include copies of the survey instruments used by the systems as well as information on the gender and racial/ethnic background of the survey respondents and their level of satisfaction with the services. Although most of the information contained in the systems' reports is similar in nature, the reports themselves are not identical. Thus, some of the statistical data contained in the

surveys may be open to differing interpretations. Nonetheless, Display 1 below summarizes the responses of students with disabilities from all three systems to several questions regarding these services. As can be seen, the responses from these students in all three systems show substantial satisfaction with the services provided by the campuses. The individual reports from the systems indicate that students generally have a higher level of satisfaction with academically related services, such as notetaking, tutoring, and interpreting, than with campus-wide issues, such as parking and the accessibility of facilities -- although the majority of students with disabilities were satisfied with efforts in those areas as well.

The one area in which the three systems scored poorly was in the awareness by faculty and staff at large of the adaptive services available on campus to students with disabilities through special programs for these students. Despite this weakness, the survey results are extremely positive and show that all three public higher education systems remain committed to providing these services even under difficult budget conditions.

*Display 1    Percent of Students with Disabilities Who Agree or Strongly Agree with Selected Statements in the Satisfaction Surveys of Campus Disabled Student Services of the California Community Colleges, the California State University, and the University of California*

1	Instructors are willing or very willing to work out classroom accommodations		4	DSPS/DSS staff are knowledgeable or very knowledgeable about students' disability needs	
	California Community Colleges	93.0%		California Community Colleges	95.0%
	The California State University	98.1		The California State University	97.0
	University of California	84.0		University of California	96.0
2	The campus is timely and responsive or very timely and responsive in removing architectural barriers		5	DSPS/DSS staff are available or very available to help students	
	California Community Colleges	90.0%		California Community Colleges	93.0%
	The California State University	97.7		The California State University	98.7
	University of California	77.0		University of California	93.0
3	Other departments on campus are effective or very effective in assisting students with disabilities		6	DSPS/DSS staff are responsive or very responsive to students' needs	
	California Community Colleges	92.0%		California Community Colleges	93.0%
	The California State University	97.5		The California State University	97.6
	University of California	79.0		University of California	96.0

Notes

1. DSPS = Disabled Students Program and Services; DSS = Disabled Students Services
2. The California State University systemwide response percentages shown here represent cumulations of individual campus responses calculated by the staff of the Commission.
3. While the overall response rate for students to the University of California survey was 40.4 percent, the response rate for the "architectural barrier removal" question was only 27 percent.

Source: California Postsecondary Education Commission staff compilation of the systems' students with disabilities' satisfaction survey responses.

**Commission  
comments  
on the reports  
from the  
systems**

*California Community Colleges*

Due to the large number of California Community Colleges, the Intersegmental Planning Committee concurred with the plan by the Chancellor's Office of the system to coordinate its AB 746 survey with the accreditation cycle for the colleges. An average of 15 to 20 colleges participate in the accreditation process annually, and the community colleges' report includes those colleges surveyed in Fall 1991 and Fall 1992 -- a total of 30 colleges in all.

The results of the community colleges' survey are very positive. Between 93 and 95 percent of the 540 student respondents rated campus disabled student program staff as knowledgeable about disability needs, available to help students, and responsive to student needs. Similarly, between 90 and 93 percent of the students rated campus faculty, departments, and administration as being responsive in meeting the physical accessibility and academic needs of students.

More than 2,150 campus staff and faculty returned the surveys in 1991 and 1992. While individual statistics are not available, the community colleges summarize the faculty and staff responses as follows:

- ♦ Faculty receive proper assistance from disabled students program staff when arranging for special accommodations for students,
- ♦ Faculty feel students with disabilities are integrated appropriately into regular classes,
- ♦ Campus administrators are responsive to the needs of students with disabilities in terms of physical access and the creation of a barrier free environment in a timely manner, and
- ♦ Faculty and staff perceive the need for the disabled students programs to better integrate and become a more permanent part of overall college environment.

The community colleges' report also contains new information on transfers, degrees, persistence, retention and grades of community college students with disabilities. These data show that, in general, students who participate in disabled student programs and services (DSPS) persist towards degrees and receive degrees at rates significantly higher than a cohort of non-DSPS students with similar transfer and graduation goals, although the DSPS and non-DSPS students have similar transfer rates and percentages of coursework completed with a grade of "C" or better.

*The California State University*

The Chancellor's Office of the California State University surveyed all 20 campuses in the system during the Fall 1992 term. Campuses with smaller disabled student programs were asked to survey all students served in the program, while those with larger programs surveyed a minimum of 200 students. Campuses were



asked to survey, at random, the same number of faculty and staff as students surveyed. In addition to the questions posed by the Chancellor's Office, the campuses were encouraged to add their own questions to deal with issues unique to the campus program.

Some large campuses chose to survey all students served by the disabled students services programs and all campus faculty rather than merely sample them. Student responses to the surveys were overwhelmingly positive regarding the programs on the campuses. When asked about the knowledge, availability, and responsiveness of DSS staff on campus, the positive responses ranged from a low of 94 percent at one campus to 100 percent at three other campuses. Students also responded positively when asked about the extent to which instructors were accommodating to them and the responsiveness of the campus administration and other departments, with results ranging from a low of 96 percent to a high of over 98 percent.

The State University also surveyed students with disabilities to determine their satisfaction, on a scale of one to five -- with three being adequate and five being excellent -- regarding three specific sets of services:

- ♦ The first set, consisting of notetaking, reader services, oral/manual interpreting, test taking assistance, and tutorial assistance was rated on average between 3.2 and 4.5 for the five services.
- ♦ The second set of services consisted of Braille/tape transcription, on-campus transportation, access to adaptive equipment, and registration assistance. While the individual ratings for this group of services was slightly lower than the first, the overall averages for the system were above the "adequate" threshold of 3.0, ranging from 3.2 to 4.5.
- ♦ The final set of services consisted of referrals to other campus services and off-campus agencies, handicapped parking, disability-related counseling, and testing for learning disabilities. The overall average scores here ranged from 3.5 to 4.5. Interestingly, despite publicized problems with student parking on many State University campuses, students with disabilities report above-adequate to well-above-adequate access to parking on 18 campuses and just barely below-adequate access to parking on the other two.

In surveying its faculty, the State University collected information on the number of years faculty members had taught at the campus, the number of students with disabilities that they had taught, and their satisfaction with DSS services. On the one-to-five scale, faculty at all 20 campuses averaged overall ratings of "adequate" in terms of the efforts of DSS staff in coordinating with them the support services required by students with disabilities. The faculty gave even higher overall average ratings to the individual services provided by DSS staff.

### *University of California*

In response to AB 746, the University of California's Office of the President first designed a systemwide questionnaire on student satisfaction with disabled student

services in 1988 and pilot tested it during the 1988-89 academic year. The University used a separate survey, developed in part by the Intersegmental Planning Committee, to solicit the perceptions of faculty and staff. During the Spring 1992 term, a total of 1,418 students, 1,174 faculty, and 1,255 staff at the nine campuses returned completed surveys to the Office of the President for the University's report.

In general, University students with disabilities reported great satisfaction with the services provided by DSS staff and programs. Between 74 and 96 percent of the student respondents reported being either "very" or "somewhat" satisfied with these services, which include campus efforts to remove architectural barriers, the cooperation of instructors in reaching accommodations, and the overall effectiveness of the campus in assisting disabled students. Regarding specific services provided to students with disabilities (reader services, on-campus transportation, registration assistance, disability-related counseling, etc.), an average of more than 93 percent of students report the level of services as being "fair," "good" or "excellent."

The University also examined student satisfaction specifically with respect to the availability and effectiveness of the five most widely used DSS services on its campuses -- notetakers, on-campus transportation, test-taking assistance, registration assistance, and disability-related counseling. On a scale of one to four -- with four being "excellent" -- the overall average rating for this set of services was 3.4. When analyzed by major disability group, students rated the availability and effectiveness of the services most used by that group as high, with scores ranging from a low of 2.9 out of 4.0 for hearing-impaired students using interpreters to 3.8 for acquired brain injured students using test-taking assistance.

The University asked its faculty and staff to estimate the extent of contact they had with the DSS program. The responses indicated that 67 percent of staff respondents and 91 percent of faculty respondents have had little or no contact with the campus DSS office. Additionally, faculty members tended to have poorer knowledge of campus DSS services than did staff and students. However, in response to a subsequent question about their need for information about these services, the majority of both faculty and staff reported their need for additional information was low to very low.

Overall, staff and faculty members of the University tended to be less informed than students with disabilities, both about specific campus disability issues and about broader disability matters. A majority of the faculty respondents marked "don't know" in answer to most survey questions evaluating these services, but those faculty members who reported being familiar with the services expressed overall satisfaction with their availability and effectiveness. More than three-quarters of them rated the services as "good" or "excellent," and over 80 percent similarly rated the campus DSS staff's efforts to meet faculty requests for accommodation of students with disabilities.

The University's survey results showed that staff tended to be more knowledgeable about campus DSS programs than did faculty. However, staff, like faculty, reported fairly minimal contact with the DSS offices. The University noted that the response

rate for faculty was low on questions rating DSS services and campus administration efforts regarding services for students with disabilities, while staff response ratings in this area were higher. The relatively small number of faculty who responded to the question about the issue of physical accessibility rated administrative responsiveness as high (69 percent checked "good" or "excellent"). However, the ratings of staff -- who responded in far greater numbers -- were significantly lower (41 percent checked "good" or "excellent").

**Improving  
physical  
accessibility**

Besides requiring these reports on student and staff satisfaction with the programs, AB 746 also requires periodic status reports from the systems on the implementation of steps to meet the physical accessibility requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973, as superseded by the 1990 Americans with Disabilities Act. In their satisfaction reports, all three systems describe their progress on capital outlay projects designed to bring their facilities into line with the most up-to-date State and federal accessibility requirements. They indicate that construction projects to retrofit campus facilities are their highest priority in requesting capital outlay funds.

**The next  
AB 746  
reports and  
the future  
work of the  
Intersegmental  
Planning  
Committee**

Under provisions of Assembly Bill 2824 (Speier, Chapter 710, Statutes of 1992), the systems' statistical reports on the educational progress of students with disabilities scheduled for January 1994 presentation to the Commission will be postponed until January 1995. (The Legislature and Governor adopted AB 2824 in order to provide State-funded agencies with temporary relief from ongoing reporting requirements due to staffing and workload difficulties brought on by budget reductions in recent years.) The systems have agreed that their 1995 reports will be similar in content to those presented to the Commission in 1990 and 1992. The Commission will comment on those reports during 1995.

The AB 746 Intersegmental Planning Committee hopes to change the focus of its efforts in future years away from responding to report requirements concerning disabled student achievement and satisfaction, and toward a more thorough examination of campus services in anticipation of improving not only them but also improving the academic performance of students with disabilities and the campus climate toward those students. By this orientation, the Committee expects to play a more effective role in achieving the goals of AB 746 and State policy in this area.

**References**

California Postsecondary Education Commission. *Services for Students with Disabilities in California Public Higher Education, 1990. The First in a Series of Biennial Reports to the Governor and Legislature in Response to Assembly Bill 746 (Chapter 829, Statutes of 1987)*. Commission Report 90-15. Sacramento: The Commission, April 1990.

-- *Services for Students with Disabilities in California Public Higher Education, 1992. The Second in a Series of Biennial Reports to the Governor and Legislature in Response to Assembly Bill 746 (Chapter 829, Statutes of 1987)*. Commission Report 92-21. Sacramento: The Commission, August 1992.

# Appendix A      Assembly Bill 746 (Hayden, 1987)

## Assembly Bill No. 746

### CHAPTER 829

An act to amend and renumber the heading of Chapter 14 (commencing with Section 67320) of, and to add Chapter 14.2 (commencing with Section 67310) to, Part 40 of the Education Code, relating to postsecondary education

[Approved by Governor September 19, 1987. Filed with Secretary of State September 21, 1987.]

#### LEGISLATIVE COUNSEL'S DIGEST

AB 746, Hayden    Postsecondary education

Existing law requires the services for disabled students provided by the California Community Colleges and the California State University, and authorizes the services provided by the University of California, at a minimum, to conform to the level and the quality of services provided by the Department of Rehabilitation prior to July 1, 1981.

This bill would govern state funded disabled student programs and services at public postsecondary institutions and would specify the principles that a state funded activity is required to observe. This bill would declare the intent of the Legislature that, as appropriate for each postsecondary segment, funds provided for disabled student programs and services be based on the fixed costs associated with the ongoing administration and operation of the services and programs, continuing variable costs that fluctuate with changes in the number of students or the unit load of students, and one-time variable costs associated with the purchase or replacement of equipment.

This bill would require the Board of Governors of California Community Colleges and the Trustees of the California State University to, and would authorize the Regents of the University of California to, work with the California Postsecondary Education Commission and the Department of Finance, as specified, adopt rules and regulations, maintain the present intersegmental efforts to work with the commission and other interested parties, and develop and implement, in consultation with students and staff, a system for evaluating state-funded programs and services for disabled students on each campus at least every 5 years. This bill would also require the Board of Governors of the California Community Colleges and the Trustees of the California State University to, and would authorize the Regents of the University of California to, submit a report to the Governor, the education policy committees of the Legislature, and the California Postsecondary Education Commission biennially, commencing in January 1989. This bill would require the California Postsecondary Education Commission to review these reports and submit its comments and recommendations to the Governor and the

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education policy committees of the Legislature

This bill would provide that nothing in this bill shall be construed to be directing students toward a particular program or service for students with disabilities nor shall anything in this bill be used to deny any student an education

*The people of the State of California do enact as follows*

SECTION 1 Chapter 142 (commencing with Section 67310) is added to Part 40 of the Education Code, to read

CHAPTER 142 STATE FUNDED DISABLED STUDENT PROGRAMS AND SERVICES

67310. (a) The Legislature finds and declares that equal access to public postsecondary education is essential for the full integration of persons with disabilities into the social, political, and economic mainstream of California. The Legislature recognizes the historic underrepresentation of disabled students in postsecondary programs and the need for equitable efforts that enhance the enrollment and retention of disabled students in public colleges and universities in California

(b) The Legislature recognizes its responsibility to provide and adequately fund postsecondary programs and services for disabled students attending a public postsecondary institution

(c) To meet this responsibility, the Legislature sets forth the following principles for public postsecondary institutions and budgetary control agencies to observe in providing postsecondary programs and services for students with disabilities

(1) The state funded activity shall be consistent with the stated purpose of programs and services for disabled students provided by the California Community Colleges, the California State University, or the University of California, as governed by the statutes, regulations, and guidelines of the community colleges, state university, or the University of California

(2) The state funded activity shall not duplicate services or instruction that are available to all students, either on campus or in the community.

(3) The state funded activity shall be directly related to the functional limitations of the verifiable disabilities of the students to be served.

(4) The state funded activity shall be directly related to these students' full access to and participation in the educational process

(5) The state funded activity shall have as its goals the independence of disabled students and the maximum integration of these students with other students

(6) The state funded activity shall be provided in the most integrated setting possible, consistent with state and federal law.

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state policy and funding requirements, and missions and policies of the postsecondary segment, and shall be based on identified student needs

(d) It is the intent of the Legislature that, through the state budget process, the public postsecondary institutions request, and the state provide, funds to cover the actual cost of providing services and instruction, consistent with the principles set forth in subdivision (c), to disabled students in their respective postsecondary institutions

(e) All public postsecondary education institutions shall continue to utilize other available resources to support programs and services for disabled students as well as maintain their current level of funding from other sources whenever possible

(f) Pursuant to Section 67312, postsecondary institutions shall demonstrate institutional accountability and clear program effectiveness evaluations for services to students with disabilities

67311. It is the desire and intent of the Legislature that, as appropriate for each postsecondary segment, funds for disabled student programs and services be based on the following three categories of costs

(a) Fixed costs associated with the ongoing administration and operation of the services and programs. These fixed costs are basic ongoing administrative and operational costs of campus programs that are relatively consistent in frequency from year-to-year, such as

(1) Access to, and arrangements for, adaptive educational equipment, materials, and supplies required by disabled students

(2) Job placement and development services related to the transition from school to employment

(3) Liaisons with campus and community agencies, including referral and followup services to these agencies on behalf of disabled students

(4) On-campus and off-campus registration assistance, including priority enrollment, applications for financial aid, and related college services

(5) Special parking, including on-campus parking registration, temporary parking permit arrangements, and application assistance for students who do not have state handicapped placards or license plates

(6) Supplemental specialized orientation to acquaint students with the campus environment

(7) Activities to coordinate and administer specialized services and instruction

(8) Activities to assess the planning, implementation, and effectiveness of disabled student services and programs

The baseline cost of these services shall be determined by the respective system and fully funded with annual adjustments for inflation and salary range changes, to the extent funds are provided

(b) Continuing variable costs that fluctuate with changes in the

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number of students or the unit load of students. These continuing variable costs are costs for services that vary in frequency depending on the needs of students, such as

(1) Diagnostic assessment, including both individual and group assessment not otherwise provided by the institution to determine functional, educational, or employment levels or to certify specific disabilities

(2) On-campus mobility assistance, including mobility training and orientation and manual or automatic transportation assistance to and from college courses and related educational activities

(3) Off-campus transportation assistance, including transporting students with disabilities to and from the campus in areas where accessible public transportation is unavailable, inadequate, or both

(4) Disability-related counseling and advising, including specialized academic, vocational, personal, and peer counseling, that is developed specifically for disabled students and not duplicated by regular counseling and advising services available to all students

(5) Interpreter services, including manual and oral interpreting for deaf and hard-of-hearing students.

(6) Reader services to coordinate and provide access to information required for equitable academic participation if this access is unavailable in other suitable modes

(7) Services to facilitate the repair of equipment and learning assistance devices

(8) Special class instruction that does not duplicate existing college courses but is necessary to meet the unique educational needs of particular groups of disabled students

(9) Speech services, provided by licensed speech or language pathologists for students with verified speech disabilities

(10) Test taking facilitation, including adapting tests for and proctoring test taking by, disabled students

(11) Transcription services, including, but not limited to, the provision of Braille and print materials

(12) Specialized tutoring services not otherwise provided by the institution

(13) Notetaker services for writing, notetaking, and manual manipulation for classroom and related academic activities

State funds may be provided annually for the cost of these services on an actual-cost basis, including wages for the individuals providing these services and expenses for attendant supplies. Each institution shall be responsible for documenting its costs to the appropriate state agencies

(c) One-time variable costs associated with the purchase or replacement of equipment. One-time variable costs are one-time expenditures for the purchase of supplies or the repair of equipment, such as adapted educational materials and vehicles. State funds shall be provided for these expenses on an actual cost basis as documented by each institution

67312 (a) The Board of Governors of the California Community Colleges and the Trustees of the California State University shall, for their respective systems, and the Regents of the University of California may do the following

(1) Work with the California Postsecondary Education Commission and the Department of Finance to develop formulas or procedures for allocating funds authorized under this chapter

(2) Adopt rules and regulations necessary to the operation of programs funded pursuant to this chapter

(3) Maintain the present intersegmental efforts to work with the California Postsecondary Education Commission and other interested parties, to coordinate the planning and development of programs for students with disabilities, including, but not limited to, the establishment of common definitions for students with disabilities and uniform formats for reports required under this chapter

(4) Develop and implement, in consultation with students and staff, a system for evaluating state-funded programs and services for disabled students on each campus at least every five years. At a minimum, these systems shall provide for the gathering of outcome data, staff and student perceptions of program effectiveness, and data on the implementation of the program and physical accessibility requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973

(b) Commencing in January 1990, and every two years thereafter, the Board of Governors of the California Community Colleges and the Trustees of the California State University shall, for their respective systems, and the Regents of the University of California may, submit a report to the Governor, the education policy committees of the Legislature, and the California Postsecondary Education Commission on the evaluations developed pursuant to subdivision (a). These biennial reports shall also include a review on a campus-by-campus basis of the enrollment, retention, transition, and graduation rates of disabled students

(c) The California Postsecondary Education Commission shall review these reports and submit its comments and recommendations to the Governor and education policy committees of the Legislature

67313 Nothing in this chapter shall be construed to be directing any student, or students, toward a particular program or service for students with disabilities nor shall anything in this chapter be used to deny any student an education because he or she does not wish to receive state funded disabled student programs and services

67314 No provision of this chapter shall apply to the University of California unless the Regents of the University of California, by resolution, make that provision applicable

SEC 2 The heading of Chapter 14 (commencing with Section 67320) of Part 40 of the Education Code is amended and renumbered to read



**Chancellor's Office of the California Community Colleges  
Report to the Legislature on Assembly Bill 746:  
Disabled Students Programs and Services**

**July 1993**

**BACKGROUND**

Assembly Bill 746 (Chapter 829, 1987) Section 1 (a) (4) states, in part, that the Board of Governors of the California Community Colleges and the Trustees of the California State University shall, for their respective systems, and the Regents of the University of California may do the following:

Develop and implement, in consultation with students and staff, a system for evaluating state-funded programs and services for disabled students on each campus at least every five years. At a minimum, these systems shall provide for the gathering of outcome data, staff and student perceptions of the program and physical accessibility requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973.

Commencing in January 1990, and every two years thereafter, the Board of Governors of the California Community Colleges and the Trustees of the California State University shall, for their respective systems, and the Regents of the University of California may, submit a report to the Governor, the education policy committees of the Legislature, and the California Postsecondary Education Commission on the evaluations developed pursuant to subdivision (a). These biennial reports shall also include a review on a campus-by-campus basis of the enrollment, retention, transition, and graduation rate of disabled students.

Following the enactment of Assembly Bill 746 (AB 746), staff from the Chancellor's Office of the California Community Colleges, California State University, University of California and California Postsecondary Education Commission formed an intersegmental committee to develop survey instruments to evaluate student and staff perceptions of program effectiveness. On the basis of the intersegmental committee's recommendations, campuses were asked to distribute the questionnaire to at least 200 students and the same number of faculty randomly chosen if the campus DSPS program served 200 or more students. Campuses with programs smaller than 200 participants were asked to distribute the questionnaire to all students with disabilities served by DSPS and the same number of faculty randomly selected. The Chancellor's Office of the California Community Colleges coordinates the survey with the accreditation cycle of the college. Approximately 20 colleges participate in the survey annually. The community colleges that participated in the survey during Fall 91 and Fall 1992 are listed below. In addition to the survey data, this report contains data collected by the Chancellor's Office Management Information Services (MIS) Division.

Listed below are the colleges that participated in the survey during 1991-92 and 1992-93

**1991-92**

Bakersfield	Fresno City	Porterville
Barstow	Lake Tahoe	Redwoods
Coastline	L A Pierce	Shasta
Columbia	Mission	Solano
Feather River	Modesto	West L A
Foothill	Mt San Jacinto	Yuba

**1992-93**

American River	Gavilan	Riverside
Cabrillo	Hartnell	San Mateo
Canada	Imperial Valley	Sequoias
Contra Costa	L A Valley	Skyline

The Chancellor's Office received 540 student surveys from 18 community colleges in 1991-92 and 991 surveys from 12 colleges in 1992-93

**SURVEY FORMAT**

Part 1 of the survey contains questions of a demographic nature such as student gender, age, ethnicity, primary disability. Parts 2 and 3 of the survey contains questions addressing the students' overall satisfaction with the assistance they received from campus DSPS staff and personnel from other campus departments. Lastly, Part 4 of the student survey includes questions regarding student matriculation goals. In addition to the student survey, colleges were asked to administer a faculty and staff survey. Campus faculty and staff were asked to rate the availability of DSPS information and services offered by the campus. This section includes questions related to the integration of students with disabilities into regular classes and DSPS services as a permanent part of the total college operation.

A copy of the survey instrument is attached (Attachment A)

**Student Demographics**

**Age of Students**

Students between 25 and 34 years of age represented the largest age group (26%) in the Fall 1991

The largest percentages of students (27%) were in the 35-50 age group during the Fall 1992

Table 1 displays a comparison of Fall 1991 with Fall 1992 by student age group

Table 1

## Comparison of Fall 1991 and Fall 1992 by Student Age Group

<u>Age Group</u>	<u>Fall 1992</u>	<u>Fall 93</u>
0-19	11%	10%
20-24	21%	21%
25-34	26%	26%
35-50	25%	27%
50-98	14%	13%
Unknown	3%	3%

Source MIS Data

## Student Gender

The student gender profile remained constant between Fall 1991 and Fall 1992 at 52% female and 47% male

## Student Ethnicity

Student ethnicity also remained fairly constant between Fall 1991 and Fall 1992. Table 2 displays the percentage of ethnicity groups for Fall 1991 and Fall 1992.

Table 2

## Comparison of Ethnicity Groups for Fall 1991 with Fall 1992

<u>Ethnicity</u>	<u>Fall 1991</u>	<u>Fall 1992</u>
American Indian	3%	3%
Black/African American	11%	10%
Asian	4%	5%
White Caucasian	53%	54%
Hispanic/Latino	17%	16%
Pacific Islander	5%	4%
Other	1%	2%
Unknown	6%	6%

Source MIS Data

## Disability Groups

Students with learning disabilities represented the largest disability group followed by students with a physical/mobility impairment for both Fall 1991 and Fall 1992. Table 3 compares the disability groups for Fall 91 and Fall 1992.

Table 3

### Comparison of Disability Groups for Fall 1991 and Fall 1992

<u>Disability Group</u>	<u>Fall 1991</u>	<u>Fall 1992</u>
Acquired Brain Injury	7%	8%
Developmentally Delayed	7%	9%
Hearing Impaired	7%	8%
Learning Disabled	28%	30%
Mobility	22%	22%
Multiple	2%	2%
Other	20%	14%
Speech	5%	5%

Source: MIS Data

## Students' Perception of DSPS Staff Competence

The majority of respondents expressed satisfaction with the competence of campus DSPS staff for each of the survey items. As presented in Table 4, over 92 percent of students reported that they are "satisfied" to "very satisfied" with the overall knowledge of DSPS staff regarding students' disabilities, availability of DSPS staff, and responsiveness of DSPS staff in meeting student needs.

Table 4

### Student Perception of Campus DSPS Staff for Fall 1992

<u>DSPS staff are:</u>	<u>Percentage Who Agree</u>
Very/Knowledgeable About Disability Needs	95%
Very/Available to Help Students	93%
Very/Responsive to Students Needs	93%

Source: 1992 Student Survey

## Students' Perception of General Campus and Instructor Responsiveness

Students also were asked to evaluate their satisfaction with the general campus and instructors regarding the following areas

Cooperation of instructors in developing academic accommodations for students with disabilities,

Responsiveness in removing architectural barriers, and

Degree to which campus departments were effective in assisting students with disabilities

Results indicate that students are generally satisfied with campus-wide efforts to accommodate students with disabilities. As shown in Table 5, over 90 percent of students reported that they are satisfied or very satisfied with instructors in meeting their needs for academic accommodations. Similarly, most students are generally satisfied with campus efforts in removing architectural barriers and with efforts of other campus departments to provide assistance

Table 5

### Student Satisfaction with Faculty and Campus Responsiveness for 1992

Survey Statement	Percentage Who Agree
Instructors Are Very/Willing to Work Out Classroom Accom	93%
Campus Is Very/Responsive n Removing Arch Barriers	90%
Other Departments Very/Effective in Assisting Students	92%

Source: 1992 Student Survey

## Availability and Effectiveness of DSPS Services

Table 6 presents the average satisfaction ratings for each service. Overall, students with disabilities rate both the availability and effectiveness of all DSPS services as "good" or "excellent."

Registration assistance, disability-related counseling and specialized orientation received the highest ratings. Overall, the ratings indicate that students are generally satisfied with both the availability and effectiveness of services for their particular disability.

Table 6

**Student Satisfaction Ratings for Each DSPS Service for 1991 and 1992**

DSPS Service	Average Rating
Readers	3.1
Notetakers	3.2
Test-Taking Assistance	3.1
Tutorial Assistance	3.3
Transcription	3.0
On-Campus Transportation	2.7
Off-Campus Transportation	2.8
Access to Adaptive Equipment	3.4
Equipment Repair	2.6
Registration Assistance	3.8
Referral to Campus/Agencies	3.4
Special Parking	3.0
Disability Related Counseling	3.7
Diagnostic Assessment	3.5
Specialized Orientation	3.7
Speech Services	3.5

Rating schedule: 4 Excellent, 3 Good, 2 Fair, 1 Poor, 0 Did Not Use

Source: 91-92 Student Survey

**DSPS Student Matriculation Goals**

Students were asked to mark the educational goals they considered most important. Forty-seven percent of the students indicated that their primary goal is to obtain a bachelor's degree (31%) and/or to obtain a two-year associate degree (16%). Table 7 displays a summary of student matriculation goals.

Table 7

**DSPS Student Matriculation Goals for Fall 1991**

Obtain a bachelor's degree	31.0%
Obtain a two-year associates degree	16.0%
Earn a vocational certificate	8.0%
Prepare for a new career	11.0%
Advance in current job/career	6.5%
Maintain certificate or license	8%
Educational development	6.0%
Improve basic skills in English, reading or math	9.0%
Complete credits for high school diploma or GED	7%
Undecided on goal	11.0%

Source: 91-92 Student Survey

Students were also asked whether they were making progress toward their educational goal. Nearly all students (98%) responded in the affirmative and anticipate achieving their educational goal within two to three years.

### Faculty Satisfaction Survey Results

Faculty returned 1,089 surveys in 1991 and 1,078 surveys in 1992. A copy of the survey instrument is attached (Attachment B).

The first set of survey questions asks faculty to rate the availability of DSPS information and services to students with disabilities such as arranging for test proctoring, arranging for accommodations, etc. The second set of questions addresses the degree to which students are integrated into regular classes and faculty referrals to DSPS. The last questions relate to the degree to which the DSPS program is an integral and permanent part of the total college operation and the college's responsiveness to the needs for physical access.

A review of faculty and staff responses suggest the following:

- Faculty receive proper assistance from DSPS staff when arranging for special accommodations for students;

- Faculty feel students with disabilities are integrated appropriately into regular classes;

- Campus administrators are responsive to the needs of students with disabilities for physical access and to the creation of a barrier free environment in a timely manner, and

- Faculty and staff perceive the need for DSPS programs to better integrate and to become a permanent part of the total college operation.

### Transfer Rate, Degrees, Persistence, Retention, and Grades

The Chancellor's Office Management Information Services Division recently conducted a study on persistence and retention, and transfer rates for students with disabilities attending community colleges. Below are the results of that study.

#### Transfer Rate

On the basis of an Intersegmental Coordinating Council (ICC) cohort, who exhibited the goal of transfer by taking and completing transfer courses, 8% percent of the DSPS students were transfer ready after 5 semesters while 10% of the non-DSPS students were transfer ready.

The transfer rates of first-time freshmen in Fall 1990 who earned at least 6 transfer units in the first academic year and who earned enough units to be ready to transfer (with 56+ transferable units earned) within 5 semesters, by Fall 1992, appear similar for the two groups of students, DSPS and non-DSPS.

## Degrees

Twenty-two percent (22%) of the DSPS students in a Fall 1990 cohort received degrees while 20% of the non-DSPS cohort received degrees. Students with 30+ units as of Fall 1990, with AA/AS or Certificate as a goal in a Disabled Student program received degrees at significantly higher rates than other students.

## Retention & Persistence

DSPS students who were enrolled in Fall, persisted to the next Fall at significantly higher rates than the non-DSPS population for 1990-91 and 1991-92. On the basis of MIS data, the following results emerge:

Seventy percent (70%) of the units DSPS students attempted in Fall 1992 were earned. Seventy-one percent (71%) of the units non-DSPS students attempted in Fall 1992 were earned,

Sixty-two percent (62%) of the DSPS students persisted from Fall 1990 to Fall 1991. Thirty-eight percent (38%) of the non-DSPS students persisted from Fall 1990 to Fall 1991, and

Sixty-three percent (63%) of the DSPS students persisted from Fall 1991 to Fall 1992. Forty percent (40%) of the non-DSPS students persisted from Fall 1991 to Fall 1992.

Table 8 displays persistence rates for DSPS and non-DSPS students.

**Table 8**

### Comparison of Persistence Rates for DSPS and Non-DSPS Students for 1990-91 and 1991-92

	DSPS	NOT DSPS
Percent of Students in Fall 1990 to 1991	62.0%	7.5%
Number of Continuing Students in Fall 1991	17,522	426,440
Number of Students First-time in Fall 1990	28,261	1,136,658
Number of Students in Fall 1991 to 1992	62.6%	40.1%
Number of Students Continuing in Fall 1992	18,181	418,377
Number of Students First-time in Fall 1991	29,040	1,042,667

Source: MIS Data



## Grades

DSPS students completed coursework with a "C or better" at a rate similar to the general student population. DSPS students earned A-C in 65% of the units they attempted, while 66% of the non-DSPS students attempted in Fall 1992 were earned with that grade range. Table 13 displays a comparison of coursework completed for DSPS and non-DSPS students.

## Implementation of the Program and Physical Accessibility Requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973

Assembly Bill 746 requires a status report on the implementation of the program and physical accessibility requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973.

The Chancellor's Office provides information and technical assistance to community colleges concerning the implementation of physical accessibility requirements. In 1991, the Chancellor's Office published *Section 504 Coordinator's Handbook* for community colleges detailing federal and state access laws. More recently, the Chancellor's Office, with Department of Rehabilitation, sponsored workshops on the Americans with Disabilities Act (ADA). In addition, campuses use the transition plans to create barrier removal projects that can be funded by the Chancellor's Office.

## CONCLUSION

The intent of this survey was to determine the level of disabled student service program effectiveness at California Community Colleges as perceived by students with disabilities and campus faculty and staff. In general, the results of the survey indicate that services provided to student with disabilities meet the expectations of students receiving them. Campus faculty and staff also report a high degree of satisfaction with the DSPS programs and services for those colleges surveyed.

On the basis of the MIS factors for measuring DSPS success, the following results emerge:

- Student receiving DSPS services complete courses at rates similar the general student population;

- Students receiving DSPS services display more significant persistence and retention rates when compared to the general population which includes all students enrolled in community colleges (credit and non-credit) based on MIS data;

- Students receiving DSPS services transfer at rates similar to the general transfer student, and

- There is a positive correlation between students receiving DSPS services and the rate at which they receive degrees.



**California Community Colleges**  
**Disabled Student Programs & Services (DSP&S)**  
**Student Survey**

Dear Student,

We appreciate your taking the time to complete this questionnaire. Your answers will be held in the strictest confidence and will help us to improve our services for students with disabilities. Thank you for your cooperation.

**Part 1**

A College Name:

Date:

B. What is your gender? ☐ Female ☐ Male

C. What is your age?

D How do you describe yourself? (Check One)

- ☐ 1. American Indian  
☐ 2. Black/African American  
☐ 3. White Caucasian

- ☐ 4. Asian/Pacific Islander  
☐ 5. Hispanic/Latino/Mexican-American  
☐ 6. Other

Please describe

E. What is your primary disability? (Check One)

- ☐ 1. Vision  
☐ 2. Hearing  
☐ 3. Mobility

- ☐ 4. Developmentally Delayed Learner  
☐ 5. Learning Disability  
☐ 6. Other Functional Impairment

F. How long have you been enrolled at this campus?

\_\_\_\_\_  
 Years

\_\_\_\_\_  
 Months

G. How long have you received services from the  
 Disabled Student Programs & Services office at this college?

\_\_\_\_\_  
 Years

\_\_\_\_\_  
 Months

H Approximately how many units have you completed at this campus? \_\_\_\_\_

## California Community Colleges

### Part 2

Please circle the most appropriate answer

For Questions A, B, & C, rate the DSP&S staff.

A. Rate how knowledgeable the DSP&S staff was of your disability.

Doesn't Apply / <u>Don't Know</u>	Not Knowledgeable	Somewhat Knowledgeable	Knowledgeable	Very <u>Knowledgeable</u>
0	1	2	3	4

If not knowledgeable, please explain why:

B. Rate how available the DSP&S staff was when you needed help.

Doesn't Apply / <u>Don't Know</u>	Not <u>Available</u>	Somewhat <u>Available</u>	<u>Available</u>	Very <u>Available</u>
0	1	2	3	4

If not available, please explain why:

C. Rate how responsive the DSP&S staff was of your disability needs

Doesn't Apply / <u>Don't Know</u>	Not <u>Responsive</u>	Somewhat <u>Responsive</u>	<u>Responsive</u>	Very <u>Responsive</u>
0	1	2	3	4

If not responsive, please explain why.

For questions D, E, & F how would you rate the general campus regarding the following:

D Were your general instructors willing to work out classroom accommodations with you such as testing accommodations, adjustment of teaching style, etc.?

Doesn't Apply / <u>Don't Know</u>	Not <u>Willing</u>	Somewhat <u>Willing</u>	<u>Willing</u>	Very <u>Willing</u>
0	1	2	3	4

If not willing, please explain why:

## California Community Colleges

**Part 2**

Please circle the most appropriate answer

For Questions A, B, & C, rate the DSP&S staff

A. Rate how knowledgeable the DSP&S staff was of your disability

Doesn't Apply / <u>Don't Know</u>	Not Knowledgeable	Somewhat Knowledgeable	<u>Knowledgeable</u>	Very <u>Knowledgeable</u>
0	1	2	3	4

If not knowledgeable, please explain why:

B Rate how available the DSP&S staff was when you needed help.

Doesn't Apply / <u>Don't Know</u>	Not <u>Available</u>	Somewhat <u>Available</u>	<u>Available</u>	Very <u>Available</u>
0	1	2	3	4

If not available, please explain why.

C. Rate how responsive the DSP&S staff was of your disability needs.

Doesn't Apply / <u>Don't Know</u>	Not <u>Responsive</u>	Somewhat <u>Responsive</u>	<u>Responsive</u>	Very <u>Responsive</u>
0	1	2	3	4

If not responsive, please explain why:

For questions D, E, & F how would you rate the general campus regarding the following.

D. Were your general instructors willing to work out classroom accommodations with you such as testing accommodations, adjustment of teaching style, etc.?

Doesn't Apply / <u>Don't Know</u>	Not <u>Willing</u>	Somewhat <u>Willing</u>	<u>Willing</u>	Very <u>Willing</u>
0	1	2	3	4

If not willing, please explain why:

### Part 2 Continued

- E Is the campus responsive and timely in removing architectural barriers once they are identified (such as installing ramps, curb cuts, or automatic doors)?

Doesn't Apply / <u>Don't Know</u>	Not <u>Responsive</u>	Somewhat <u>Responsive</u>	Responsive	Very <u>Responsive</u>
0	1	2	3	4

If not responsive, please describe the circumstances.

- F. Are other departments on your campus effective in assisting students with disabilities?

Doesn't Apply / <u>Don't Know</u>	Not <u>Effective</u>	Somewhat <u>Effective</u>	Effective	Very <u>Effective</u>
0	1	2	3	4

If not, please describe the situations.

### Part 3

Please read each item and rate the availability and effectiveness of each service provided by circling a number to the right. Available means you could obtain service when you needed it. Effectiveness means the service was useful to you.

#### Service

	Did not Use	Poor	Fair	Good	Excellent
<b>A Readers</b>					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
<b>B. Notetakers</b>					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
<b>C Interpreters</b>					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
<b>D. Test-taking assistance</b>					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4

# California Community Colleges

## Part 3 Continued

### Service

	Did not Use	Poor	Fair	Good	Excellent
E Tutorial Assistance					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
F. Transcription (Brailled & taped materials, etc.)					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
G. On-campus transportation					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
H Off-campus transportation					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
I Access to adaptive equipment/materials					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
J Equipment repair					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
K Registration Assistance					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
L Liaison with campus & community agencies (including information, referrals, & assistance with problems)					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
M. Special parking coordination					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
N. Disability-related counseling & advising (discussing disability needs/concerns with DSP&S Staff)					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4

## California Community Colleges

## Part 3 Continued

Service

	Did not Use	Poor	Fair	Good	Excellent
E Tutorial Assistance					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
F Transcription (Brailled & taped materials, etc )					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
G On-campus transportation					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
H Off-campus transportation					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
I Access to adaptive equipment/materials					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
J Equipment repair					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
K Registration Assistance					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
L Liaison with campus & community agencies (including information, referrals, & assistance with problems)					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
M Special parking coordination					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
N Disability-related counseling & advising (discussing disability needs/concerns with DSP&S Staff)					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4



## California Community Colleges

### Part 3 Continued

#### Service

	Did not Use	Poor	Fair	Good	Excellent
O. Diagnostic assessment					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
P. Specialized orientation to campus & programs					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4
Q Speech Services					
Availability	0	1	2	3	4
Effectiveness	0	1	2	3	4

General Comments:

### Part 4

Student Matriculation Goals. (Please mark the items you consider your most important goals)

- ☐ 1. Obtain a bachelor's degree
- ☐ 2. Obtain a two year associates degree
- ☐ 3. Earn a vocational certificate
- ☐ 4. Discover/formulate career interests, plans, goals
- ☐ 5. Prepare for a new career (acquire job skills)
- ☐ 6. Advance in current job/career( update job skills)
- ☐ 7. Maintain certificate or license (e.g. Nursing, Real Estate)
- ☐ 8. Educational development (intellectual,cultural).
- ☐ 9. Improve basic skills in English, reading or math
- ☐ 10. Complete credits for high school diploma or GED
- ☐ 11. Undecided on goal

B Are you making progress toward your educational goal?..... ☐ Yes ☐ No

Comments:

C. When do you anticipate achieving your educational goal?

\_\_\_\_\_  
Year

\_\_\_\_\_  
Semester

## California Community Colleges

### Part 4 Continued

D. Indicate the average number of units you take per semester for regular classes as well as DSP&S classes? \_\_\_\_\_

E Are you enrolled solely in non-credit curriculum? .. ☐ Yes ☐ No

F Have you completed an associate's degree? ..... ☐ Yes ☐ No

G Have you completed a bachelor's degree? . . ☐ Yes ☐ No

**California Community Colleges**

**Part 4 Continued**

D Indicate the average number of units you take per semester for regular classes as well as DSP&S classes? \_\_\_\_\_

E Are you enrolled solely in non-credit curriculum? .... ☐ Yes ☐ No

F Have you completed an associate's degree? . . . . . ☐ Yes ☐ No

G Have you completed a bachelor's degree? .. .... ☐ Yes ☐ No

## Disabled Student Programs & Services (DSP&S) General College Faculty & Staff Survey

Please indicate how you would rate each of the following.

A. Availability of information on campus about programs and services for disabled students.

☐ Don't Know      ☐ Poor      ☐ Fair      ☐ Good      ☐ Excellent

B. Availability of publicity about programs, services, and classes for disabled in the community.

☐ Don't Know      ☐ Poor      ☐ Fair      ☐ Good      ☐ Excellent

C. Availability of DSP&S services (arranging for test proctoring, arranging for accommodations, etc.) to assist you.

☐ Don't Know      ☐ Poor      ☐ Fair      ☐ Good      ☐ Excellent

D. Degree or extent to which disabled students are integrated into regular classes on this campus

☐ Don't Know      ☐ Poor      ☐ Fair      ☐ Good      ☐ Excellent

E. Do you receive adequate feedback about students you have referred to DSP&S?

☐ Don't Know      ☐ Poor      ☐ Fair      ☐ Good      ☐ Excellent

F. To what degree do you perceive the DSP&S program to be an integral, permanent part of the total college operation?

☐ Don't Know      ☐ Poor      ☐ Fair      ☐ Good      ☐ Excellent

G. Is the campus responsive with regard to the needs for physical access and the creation of a barrier free environment in a timely manner?

☐ Don't Know      ☐ Poor      ☐ Fair      ☐ Good      ☐ Excellent

**The California State University  
Report to the Legislature on Assembly Bill 746:  
Services to Students with Disabilities**

**May 21, 1993**

## **BACKGROUND**

Assembly Bill 746 (Chapter 829, Statutes of 1987), was passed by the Legislature and signed by the Governor in September 1987. The comprehensive legislation recognizes the historic underrepresentation of disabled students in postsecondary institutions and responsibility for state funded specialized services for students with disabilities in postsecondary institutions. The legislation requires postsecondary education segments to submit a report every five years on staff and student perceptions of program effectiveness and data on the implementation of the program and physical accessibility requirements pursuant to Title 29 of the Federal Rehabilitation Act of 1973.

Following the enactment of Assembly Bill 746 (AB 746), an intersegmental committee was formed to respond to AB 746 and to coordinate the preparation and submission of required reports. Staff from the California Community Colleges, California State University, University of California and California Postsecondary Education Commission worked together to develop survey instruments to evaluate student and staff perceptions of program effectiveness.

During the spring and summer of 1992, CSU chancellor's office staff reviewed the proposed survey instruments with campus disabled student services program directors, the systemwide Advisory Committee on Services to Students with Disabilities, the systemwide disabled employees program coordinator, and a CSU faculty member. Modifications were made to the instruments in response to issues raised by those consulted. In August 1992, coded memorandum AAES 92-46 was distributed to campus presidents requesting each campus to survey students with disabilities and faculty about their perceptions of the disabled student services programs (see Attachment A). Campuses were encouraged to add questions to their questionnaires to reflect unique campus needs or program issues.

Pursuant to the intersegmental AB 746 task force committee's recommendation, campuses were asked to distribute the questionnaire during the fall term 1992 to at least 200 students and the same number of faculty randomly chosen when the campus disabled student service program served 200 or more students. Campuses with programs smaller than 200 participants were asked to distribute the questionnaire to all disabled students served and the same number of faculty randomly selected. Some campuses chose to survey all students with disabilities who receive services from the Disabled Student Services program and all faculty

Campuses will receive their summaries in detail to complete further analysis. The results of the questionnaires will allow campuses to better respond to the needs of students with disabilities and the faculty serving them pursuant to State and federal mandates.

**RESULTS OF THE SURVEY**

The following tables reflect general perceptions of the disabled student service program by students with disabilities and faculty. Since those who completed the questionnaire did not answer every question, the ratings only represent the opinions of students and faculty who responded to the specific question

*Results of Student Questionnaire*

Tables 1-5 display the students with disabilities' evaluation of the Disabled Student Services program. Tables 1-2 provide a profile of the students with disabilities who responded to the survey. Tables 3-5 provide the evaluation of Disabled Student Services staff, campus responsiveness to disabled students needs, and the average rating of services provided to students with disabilities.

Table 1 shows, by campus, the number of student responses and the average age and gender of the students as compared to the systemwide average of the total CSU enrollment for fall 1991 (latest term available). A significantly larger proportion of respondents were older and female than the general population of students attending the CSU fall 1991.

Table 1

**Profile of Student Respondents  
By Number of Responses, Age, and Percentage of Gender**

Campus	Number of Respondents	Average Age	Gender Female
Bakersfield	35	34	66.7%
Chico	112	31	56.4%
Domiguez Hills	53	38	64.7%
Fresno	40	32	52.6%
Fullerton	28	30	70.4%
Hayward	78	32	71.2%
Humboldt	78	31	48.0%
Long Beach	47	29	59.6%
Los Angeles	55	38	63.3%
Northridge	96	29	55.8%
Pomona	63	28	66.1%
Sacramento	182	32	65.3%
San Bernardino	50	37	62.5%
San Diego	188	33	62.1%
San Francisco	31	32	74.1%
San Jose	43	33	59.5%
San Luis Obispo	163	25	50.9%
San Marcos	37	35	78.4%
Sonoma	65	32	62.9%
Stanislaus	30	37	70.4%
Total or Average	1,474	32	61.1%
Fall 1991 Systemwide Average		26.3	54.7%

Table 2 displays the respondents by type of disability compared to the systemwide percentage of students with disabilities served by Disabled Student Services programs during fall 1991. It appears that students who are most dependent on specialized support services provided by the Disabled Student Services program responded at a greater proportion than all students with disabilities served in fall 1991

Table 2

Profile of Student Respondents  
By Type of Disability

Campus	Visual Limitation	Communication Disability	Mobility Limitation	Learning Disabled	Other Functional Disability	Deaf
Bakersfield	3	1	11	15	4	0
Chico	10	4	28	47	13	4
Dominguez Hills	5	0	34	11	2	1
Fresno	4	0	9	20	6	0
Fullerton	1	0	13	5	6	1
Hayward	5	5	23	25	11	3
Humboldt	4	3	12	47	7	2
Long Beach	2	1	10	25	7	1
Los Angeles	6	3	22	15	6	0
Northridge	30	0	6	51	9	0
Pomona	3	0	13	40	5	1
Sacramento	10	4	71	69	21	2
San Bernardino	3	1	26	7	9	2
San Diego	11	11	51	84	19	4
San Francisco	6	1	4	5	8	6
San Jose	3	0	17	15	6	0
San Luis Obispo	9	2	27	93	20	7
San Marcos	1	1	18	12	4	0
Sonoma	3	7	12	37	7	1
Stanislaus	6	0	12	8	3	1
Total	139	44	419	631	173	36
Percent of Total	8.9%	2.8%	26.7%	40.3%	11.0%	2.3%

Percentage of students served by Disabled Student Services program during fall 1991 by type of disability:

5.1%	2.3%	31.1%	44.5%	15.7%	1.3%
------	------	-------	-------	-------	------

Table 3 presents student evaluations of the effectiveness of the Disabled Student Services staff at CSU campuses. Students who responded to the survey are quite satisfied with DSS staff

Table 3

Student Evaluation of Disabled Student Services Staff  
Percentage Who Agreed To Statements

Campus	DSS Staff Are Knowledgeable About Disability Needs	DSS Staff Are Available to Help Students	DSS Staff Are Responsive to Access Needs
Bakersfield	87.5%	100%	93.1%
Chico	95.4%	99.1%	98.0%
Dominguez Hills	100%	100%	100%
Fresno	100%	100%	97.2%
Fullerton	96.2%	96.3%	91.7%
Hayward	98.6%	95.9%	93.0%
Humboldt	100%	97.4%	97.1%
Long Beach	100%	100%	100%
Los Angeles	94.1%	98.1%	100%
Northridge	97.8%	95.8%	95.7%
Pomona	96.7%	100%	100%
Sacramento	94.0%	97.2%	97.6%
San Bernardino	97.8%	97.9%	97.9%
San Diego	95.0%	96.7%	94.0%
San Francisco	96.6%	100%	100%
San Jose	97.5%	100%	97.3%
San Luis Obispo	99.4%	99.4%	98.4%
San Marcos	100%	100%	100%
Sonoma	100%	100%	100%
Stanislaus	93.1%	100%	100%



Table 4 displays student responses to the responsiveness of campus personnel and faculty to issues facing students with disabilities. The results of the survey show that the students with disabilities who responded to the survey believe the campus communities are responsive to their needs.

Table 4

**Student Evaluation of Campus Responsiveness  
Percentage Who Agreed To Statements**

<b>Campus</b>	<b>Instructors Are Willing To Work Out Classroom Accommodations</b>	<b>Campus Is Timely &amp; Responsive in Removing Arch. Barriers</b>	<b>Other Student Service Depts. Are Responsive To Disabled Needs</b>
Bakersfield	98.1%	97.5%	98.0%
Chico	98.1%	97.8%	92.0%
Dominguez Hills	98.2%	97.9%	97.8%
Fresno	98.3%	97.6%	97.6%
Fullerton	97.9%	97.2%	97.5%
Hayward	97.8%	97.6%	97.8%
Humboldt	98.0%	97.3%	98.0%
Long Beach	98.0%	97.4%	97.8%
Los Angeles	98.2%	97.7%	97.3%
Northridge	98.1%	98.1%	98.0%
Pomona	98.3%	98.1%	97.9%
Sacramento	98.0%	97.3%	97.8%
San Bernardino	98.5%	97.7%	98.1%
San Diego	98.1%	97.7%	97.7%
San Francisco	98.2%	97.6%	97.3%
San Jose	97.9%	97.6%	97.7%
San Luis Obispo	98.1%	98.1%	98.0%
San Marcos	98.4%	98.4%	98.0%
Sonoma	98.1%	97.9%	98.0%
Stanislaus	98.1%	97.6%	97.8%

Tables 5A-C show the average rating of support services available to students with disabilities in accordance with AB 746. Students were asked to evaluate only services they use. Student respondents indicated the vast majority of support services are adequately available at all campuses.

Table 5A

**Student Evaluation of Support Services  
Average Rating\* of Availability of Services**

Campus	Reader	Notetaker	Manual/Oral Interpreter	Test Taking Assistance	Tutorial Assistance
Bakersfield	4.3	4.1	3.3	4.5	3.5
Chico	3.8	3.9	3.5	4.2	3.5
Dominguez Hills	4.0	3.6	3.3	4.1	3.9
Fresno	3.8	3.4	3.0	4.5	3.2
Fullerton	NA	3.0	NA	4.3	3.8
Hayward	4.5	3.3	3.7	4.4	3.7
Humboldt	4.5	4.4	4.7	4.3	4.3
Long Beach	4.1	4.3	4.3	4.3	3.9
Los Angeles	3.8	4.1	3.3	3.9	3.6
Northridge	4.1	4.1	4.3	4.4	3.2
Pomona	4.0	3.6	4.4	4.6	3.9
Sacramento	3.8	3.4	3.7	4.3	3.6
San Bernardino	4.3	3.4	4.7	4.5	3.7
San Diego	4.0	3.3	3.9	4.2	3.5
San Francisco	4.2	3.8	4.3	4.6	4.2
San Jose	4.4	3.3	1.0	4.0	3.0
San Luis Obispo	4.1	4.0	3.6	4.3	3.7
San Marcos	4.0	3.5	5.0	4.8	4.2
Sonoma	3.8	3.6	4.0	3.9	3.9
Stanislaus	3.3	3.8	2.6	3.9	2.8

\*The following rating schedule was used:

5-Excellent      4-Good      3-Adequate      2-Fair      1-Poor      NA- Not Applicable

Table 5B

**Student Evaluation of Support Services**  
**Average Rating\* of Availability of Services**

Campus	Braille/Tape Transcription	On-Campus Transportation	Access to Adaptive Equipment	Equipment Repair	Registration Assistance
Bakersfield	3.5	1.3	3.6	3.5	4.0
Chico	3.8	3.8	3.9	3.1	4.7
Dominguez Hills	4.3	3.0	4.0	3.4	4.5
Fresno	3.8	1.7	3.6	3.5	4.1
Fullerton	NA	4.0	1.0	2.0	4.7
Hayward	4.2	4.2	3.7	3.1	4.2
Humboldt	4.4	4.6	4.2	4.3	4.8
Long Beach	4.6	3.3	3.9	3.7	4.5
Los Angeles	2.3	3.4	3.9	3.5	4.2
Northridge	3.6	3.3	4.2	4.0	4.5
Pomona	4.0	3.0	3.8	3.4	4.5
Sacramento	3.3	3.4	3.7	3.3	4.4
San Bernardino	3.0	3.7	3.6	3.5	4.7
San Diego	4.5	3.4	3.8	NA	4.7
San Francisco	4.0	4.2	4.0	4.3	4.2
San Jose	3.7	1.0	3.4	3.5	4.3
San Luis Obispo	3.9	3.9	4.0	3.2	4.6
San Marcos	5.0	3.5	4.2	4.0	4.7
Sonoma	2.0	3.8	3.4	3.0	4.6
Stanislaus	3.8	1.8	3.2	1.7	4.0

\*The following rating schedule was used:

5-Excellent      4-Good      3-Adequate      2-Fair      1-Poor      NA- Not Applicable

Table 5C

Student Evaluation of Support Services  
Average Rating\* of Availability of Services

Campus	Referral to Campus and Agencies	Handicapped Parking	Disability Related Counseling	Testing for Learning Disabilities
Bakersfield	4.2	2.8	3.9	4.2
Chico	3.7	3.4	3.9	4.2
Dominguez Hills	3.9	2.8	4.0	4.7
Fresno	3.9	3.7	3.8	4.4
Fullerton	3.3	3.8	2.4	4.0
Hayward	4.0	3.8	3.6	3.6
Humboldt	4.4	3.5	4.6	4.3
Long Beach	4.0	3.8	4.5	4.6
Los Angeles	4.3	3.8	3.6	4.2
Northridge	4.2	3.9	4.5	4.5
Pomona	4.3	3.1	4.0	4.7
Sacramento	3.8	3.5	3.6	4.2
San Bernardino	4.1	3.3	3.5	3.5
San Diego	3.8	3.7	3.7	4.0
San Francisco	3.9	3.4	3.7	3.8
San Jose	3.7	4.5	3.9	3.2
San Luis Obispo	4.0	4.0	4.2	4.3
San Marcos	4.8	4.5	4.4	4.4
Sonoma	4.2	4.0	4.0	4.3
Stanislaus	4.0	3.3	3.9	2.6

\*The following rating schedule was used:

5-Excellent      4-Good      3-Adequate      2-Fair      1-Poor      NA- Not Applicable

**Results of Faculty Evaluation**

Tables 6-9 describe the faculty evaluation of the Disabled Student Services program.

Tables 6-7 provide a profile of faculty who responded to the survey. Table 6 shows that at most campuses, the majority of faculty have taught at the campus for 11 or more years.

Table 6  
Number of Years  
Faculty Taught at Campus  
By Percentage

Campus	0-5 Years	6-10 years	11-20 Years	21 or More years
Bakersfield	37.0%	25.9%	18.5%	18.5%
Chico	16.4%	20.5%	38.5%	24.6%
Dominguez Hills	21.6%	18.2%	28.4%	31.8%
Fresno	16.5%	25.3%	21.5%	36.7%
Fullerton	39.7%	13.7%	23.3%	23.3%
Hayward	28.9%	21.1%	25.6%	24.4%
Humboldt	7.4%	7.4%	40.7%	44.4%
Long Beach	30.3%	22.4%	11.8%	35.5%
Los Angeles	19.4%	19.4%	22.4%	38.8%
Northridge	19.3%	19.3%	29.8%	31.6%
Pomona	15.8%	14.0%	35.1%	35.1%
Sacramento	20.0%	23.3%	29.4%	27.2%
San Bernardino	27.8%	25.0%	36.1%	11.1%
San Diego	20.7%	17.2%	31.0%	31.0%
San Francisco	18.0%	16.0%	30.0%	36.0%
San Jose	21.3%	27.7%	25.5%	25.5%
San Luis Obispo	22.1%	16.2%	33.8%	27.9%
San Marcos	100%	0%	0%	0%
Sonoma	36.9%	12.3%	20.0%	30.8%
Stanislaus	30.6%	14.3%	18.4%	36.7%

Table 7 shows the approximate number of students with disabilities taught by faculty who returned the questionnaire. While Table 6 reveals that the majority of faculty have taught at the campus for 11 or more years, Table 7 indicates that the majority of faculty surveyed have taught 10 or less students with disabilities during the time they have taught at the campus.

Table 7

Approximate Number of Students with Disabilities  
Taught at Campus By Faculty Surveyed  
By Percentage

Campus	0-5 Students	6-10 Students	11-20 Students	21 or More Students
Bakersfield	29.6%	37.0%	11.1%	22.2%
Chico	35.3%	25.9%	38.5%	24.6%
Dominguez Hills	34.5%	27.6%	18.4%	19.5%
Fresno	24.0%	29.3%	21.3%	25.3%
Fullerton	61.4%	15.7%	10.0%	12.9%
Hayward	43.8%	24.7%	15.7%	15.7%
Humboldt	30.8%	34.6%	23.1%	11.5%
Long Beach	39.2%	31.1%	8.1%	21.6%
Los Angeles	46.2%	26.2%	9.2%	18.5%
Northridge	12.5%	23.2%	26.8%	37.5%
Pomona	38.6%	40.4%	8.8%	10.5%
Sacramento	39.4%	19.4%	17.8%	21.1%
San Bernardino	34.3%	17.1%	22.9%	25.7%
San Diego	26.7%	40.0%	13.3%	20.0%
San Francisco	40.8%	20.4%	14.3%	24.5%
San Jose	42.6%	27.7%	17.0%	12.8%
San Luis Obispo	23.8%	29.0%	21.0%	26.2%
San Marcos	73.7%	26.3%	0%	0%
Sonoma	40.3%	22.6%	12.9%	24.2%
Stanislaus	56.5%	23.9%	8.7%	10.9%

Table 8 presents faculty perceptions of the Disabled Student Services staff. The results show that faculty believe that in most cases, the Disabled Student Services program staff at least adequately consult with faculty regarding support services required by students with disabilities.

Table 8  
Faculty Evaluation  
Average Rating\* of Adequacy of  
Disabled Student Services Staff  
Consultation with Faculty Regarding Support Services

Campus	Course/Testing Accommodations	Special Teaching Approaches	Physical Access Problems	Classroom Communication Methods	Assistive Devices
Bakersfield	3.9	3.8	3.7	3.5	3.4
Chico	3.8	3.3	3.1	3.5	3.0
Dominguez Hills	3.9	3.3	3.5	3.3	3.1
Fresno	4.1	3.4	3.6	3.2	3.3
Fullerton	3.7	3.1	3.3	3.1	2.6
Hayward	4.3	3.5	3.6	3.8	3.9
Humboldt	4.0	3.7	3.5	3.5	3.6
Long Beach	4.3	4.0	3.9	3.7	3.4
Los Angeles	3.0	2.7	2.9	2.6	2.1
Northridge	3.8	3.6	3.6	3.4	2.9
Pomona	3.8	3.1	3.2	3.2	2.9
Sacramento	3.9	3.3	3.3	3.0	2.7
San Bernardino	4.2	3.6	3.9	3.8	3.7
San Diego	4.1	4.0	4.3	4.6	4.3
San Francisco	3.6	2.9	2.7	2.2	1.8
San Jose	3.7	3.6	3.6	3.9	3.3
San Luis Obispo	3.7	3.0	3.1	3.2	2.8
San Marcos	4.7	4.6	4.8	4.3	4.0
Sonoma	3.5	3.5	3.7	3.4	3.1
Stanislaus	3.3	2.8	2.9	3.6	1.8

\*The following rating schedule was used:

5-Excellent    4-Good    3-Adequate    2-Fair    1-Poor    NA- Not Applicable

Table 9 displays faculty perceptions of services provided to students with disabilities. Faculty respondents indicated that in their opinion, students with disabilities are provided at least an adequate level of support services

Table 9

**Faculty Evaluation of Support Services  
To Student With Disabilities  
Average Rating\* of Adequacy of Services**

Campus	Test Proctoring	Reading Services	Taped Textbooks	Special Equipment	Notetakers	Interpreters
Bakersfield	4.1	3.7	3.3	3.5	3.3	3.8
Chico	4.2	4.0	3.8	3.9	4.0	4.2
Dominguez Hills	4.1	3.8	3.2	3.7	3.8	4.2
Fresno	4.6	3.9	3.6	3.9	3.8	4.0
Fullerton	4.6	4.5	4.2	3.8	4.0	4.5
Hayward	4.3	4.3	3.6	3.8	4.2	4.4
Humboldt	4.2	3.9	3.5	3.6	4.4	4.0
Long Beach	4.5	4.1	3.8	4.3	3.9	4.5
Los Angeles	4.2	3.7	3.4	3.9	4.0	3.7
Northridge	4.4	4.1	3.8	4.4	4.2	4.4
Pomona	4.2	4.0	3.2	3.4	4.0	4.3
Sacramento	4.2	3.9	3.5	3.9	3.9	4.2
San Bernardino	4.3	4.6	4.6	4.3	4.4	4.7
San Diego	4.4	4.0	3.5	4.4	4.4	4.3
San Francisco	3.8	3.7	3.5	3.5	3.4	4.4
San Jose	4.2	4.3	4.3	4.1	4.2	4.5
San Luis Obispo	4.2	3.9	3.6	3.4	4.0	4.2
San Marcos	4.6	4.0	4.0	4.0	3.0	5.0
Sonoma	3.8	4.1	3.7	4.2	4.1	4.2
Stanislaus	3.9	3.7	3.5	3.7	2.9	3.9

\*The following rating schedule was used.

5-Excellent    4-Good    3-Adequate    2-Fair    1-Poor    NA- Not Applicable

## CONCLUSION OF STUDENT AND STAFF SATISFACTION SURVEY

The results of the survey indicate that services provided to students with disabilities meet or exceed the expectations of students receiving them or faculty teaching those students. While the degree of satisfaction varies among campuses, all CSU campuses meet legislative mandates. This study indicates that CSU campuses are effectively serving students with disabilities even in these times of limited resources



**IMPLEMENTATION OF THE PROGRAM AND PHYSICAL ACCESSIBILITY REQUIREMENTS OF SECTION 794 OF TITLE 29 OF THE FEDERAL REHABILITATION ACT OF 1973**

Assembly Bill 746 requires a status report on the implementation of the program and physical accessibility requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973. The enactment of the Americans with Disabilities Act (ADA) supersedes the Federal Rehabilitation Act of 1973. The following provides a summary on the implementation of the ADA in the CSU.

Campuses have been provided information and training sessions to ensure compliance with the ADA

The ADA requires public entities to evaluate its current policies and practices and to correct any deficiencies to comply with ADA requirements (called a "self-evaluation"). Campuses have been asked to submit to the chancellor's office copies of the self-evaluation when completed.

Under the ADA, a transition plan must be prepared which identifies physical barriers impeding access, action necessary to remove the barrier, the completion schedule, and the designated campus representative responsible for the implementation. To facilitate a comprehensive review of architectural barriers on all campuses, the chancellor's office hired an outside consultant to complete a transition plan for each campus. The consultant is scheduled to complete the plans within one month. Campuses will use the transition plans to create barrier removal projects based upon priorities established to rank the barriers. The chancellor's office has set aside funds to support barrier removal projects.



**THE CALIFORNIA STATE UNIVERSITY**

ATTACHMENT A

Office of the Chancellor

400 Golden Shore

Long Beach, California 90802-4275

(310) 985 -2944

Code: AAES 92-46

**Date:** August 20, 1992**To:** Presidents

Response Due

by

November 20, 1992

**From:**  
Harold H. HaakInterim Senior Vice Chancellor  
Academic Affairs**Subject:** Student and Staff Satisfaction Evaluation Required by Assembly Bill 746

Assembly Bill 746 (Statutes of 1987) requires the California Community Colleges, the University of California and the California State University to report every five years on "staff and student perceptions of program effectiveness" of disabled student services programs. The first report is due to the Governor, education policy committees of the Legislature, and the California Postsecondary Education Commission in January 1993.

To comply with the legislative requirement, the chancellor's office requests that each campus survey students with disabilities and an equal number of faculty using the attached questionnaires. These evaluation instruments were developed in consultation with the intersegmental AB 746 Task Force, the systemwide Advisory Committee on Services to Students with Disabilities, the disabled employees program coordinator, the systemwide disabled student services coordinator, and the campus disabled student services directors.

Campus staff may alter the evaluation instruments to accurately indicate the name of their disabled students services (DSS) program. In addition, campus staff may include additional questions to collect campus-specific information. Electronic copies of the evaluation forms are available on QuickMail, E-Mail, or 3.5 diskettes

**Distribution:** Vice Presidents, Academic Affairs  
Vice Presidents/Deans, Student Affairs  
Directors/Deans, Admission and Records  
Directors, Disabled Student Services Program  
Directors, Institutional Research  
Chairs, Academic Senate  
Chancellor's Office Staff

**Presidents**

**August 20, 1992**

**Page 2**

Each campus is to determine the appropriate methodology to select students and faculty respondents. Campus representatives are encouraged to consult with the campus Academic Senate in selecting faculty to be surveyed. Faculty may be full-time or part-time, tenured or untenured.

You are asked to administer the questionnaires during the fall semester 1992. All completed forms must be returned by November 20, 1992 to:

Judy K. Osman  
Office of the Chancellor  
Academic Affairs, Educational Support  
400 Golden Shore, Suite 318  
Long Beach, California 90802

The following steps should be taken in accomplishing the collection and submission of evaluation forms.

1. Please ensure that the evaluations accurately indicate the campus name for your disabled student services program. If necessary, request copies of the evaluations through electronic mail or diskette and rename the title of the campus program throughout the evaluations.
2. If desired, augment the evaluations with campus-specific questions.
3. Distribute the evaluation forms to the students and faculty selected to be surveyed. For DSS programs with fewer than 200 participants, you must contact all students and a random sample of an equal number of faculty. For DSS programs that serve more than 200 students, select a random sample of 200 students and a random sample of 200 faculty members.
4. Please submit by November 20, 1992, the completed evaluations and transmittal forms (Attachments A and B) to Ms. Osman at the address given above. The evaluation instruments will be returned to DSS directors by March 1993.

We appreciate your assistance in enabling the system to meet this legislative mandate. Please direct any questions concerning the evaluation process or requests to receive electronic copies of the evaluation forms to Ms. Osman at (310) 985-2944.

Attachments

HHH:ap

Attachment A  
AAES 92-46

**THE CALIFORNIA STATE UNIVERSITY  
TRANSMITTAL FORM FOR FACULTY EVALUATION OF SERVICES  
PROVIDED TO STUDENTS WITH DISABILITIES  
FALL 1992**

**CAMPUS:**

**Number of faculty evaluations distributed:**

**Number of faculty evaluations returned and submitted:**

**Describe methodology used to choose faculty to survey.**

**Signature of Disabled Student Services Director**

**Date**

**Telephone Number**



**THE CALIFORNIA STATE UNIVERSITY  
FACULTY EVALUATION OF SERVICES PROVIDED TO STUDENTS WITH DISABILITIES  
FALL 1992**

State law requires us to solicit your evaluation of how well students with disabilities are being served by our campus. We appreciate your taking the time to complete this evaluation. The results will be used to identify where improvements might be made in our efforts to serve students with disabilities. If you have questions regarding the survey, call the DSS office.

**A. Background Information:**

1. In what school/department do you teach?
2. How many years have you taught at this campus?  
0-5 \_\_\_\_\_ 6-10 \_\_\_\_\_ 11-20 \_\_\_\_\_ 21 or more \_\_\_\_\_
3. Approximately how many students with disabilities have you taught since beginning your teaching position at this campus?  
0-5 \_\_\_\_\_ 6-10 \_\_\_\_\_ 11-20 \_\_\_\_\_ 21 or more \_\_\_\_\_
4. Are you part-time \_\_\_\_\_ or full-time \_\_\_\_\_? Tenured \_\_\_\_\_ or tenured track \_\_\_\_\_?

**B. Adequacy of support services:**

Based on your knowledge or experience (including comments from students with disabilities), please indicate the adequacy of the following support services. Please use the rating scale indicated, and rate services NA about which you have no familiarity. Also, circle any items about which you would like more information.

5-excellent    4-good    3-adequate    2-fair    1-poor    NA-not applicable

5. Test proctoring service (additional time or reading/writing assistance for students to complete regular course examinations).\_\_\_\_
6. Reading services for blind/visually impaired or learning disabled students.\_\_\_\_\_
7. Taped textbooks for blind/visually impaired or learning disabled students.\_\_\_\_\_
8. Special equipment for blind/visually impaired or learning disabled students (cassette recorders, brailers, etc.).\_\_\_\_\_
9. Notetakers in class for blind/visually impaired, deaf/hearing impaired, learning disabled, or dexterity impaired students.\_\_\_\_\_
10. Sign language or oral interpreters for deaf students.\_\_\_\_\_
11. DSS staff consult with faculty regarding course/testing accommodations for students with disabilities \_\_\_\_\_
12. DSS staff consult with faculty regarding special teaching approaches for students with specific disabilities \_\_\_\_\_
13. DSS staff consult with faculty regarding physical access problems.\_\_\_\_\_
14. DSS staff consult with faculty regarding classroom communication methods for students with hearing impairments.\_\_\_\_\_
15. DSS staff consult with faculty regarding assistive devices such as spell checkers, tape recorders, etc.\_\_\_\_\_

C. Other questions.

16. How did you learn about DSS? (check all that apply)

orientation session for new faculty or Faculty/Staff Handbook  
a faculty colleague  
a disabled student  
a mailing from the DSS Office  
newspaper article  
personal inquiry to resolve a problem/question  
contact by DSS staff member  
other (describe)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17. How would you prefer that DSS keep faculty informed and updated regarding support services and accommodations for students with disabilities? (check all that apply)

informational mailings about services  
DSS presentations at departmental meetings  
feedback from students with disabilities in your classes  
newsletter  
other (describe)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

18. When you are faced with a situation related to accommodating a student with a disability, what is your course of action? (check all that apply)

ask the disabled student  
ask a faculty colleague  
contact the DSS office  
utilize personal experience  
other (describe)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

19. Please check those disabilities about which you would like more information.

mobility impairments (canes, wheelchair users, etc.)  
visual impairments  
hearing impairments  
functional disabilities (epilepsy, asthma, etc.)  
psychological  
learning disabilities  
other (describe)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20. Do you have any suggestions on how students with disabilities can better communicate their needs to you in order that they can be accommodated?

21. Do you have any suggestions for making this campus more physically accessible to students with disabilities?

22. Do you have any suggestions for improving the campus program for students with disabilities?

OPTIONAL – IF YOU WOULD LIKE ADDITIONAL INFORMATION:

Name

Department:



Attachment B  
AAES 92-46

**THE CALIFORNIA STATE UNIVERSITY  
TRANSMITTAL FORM FOR *STUDENT* EVALUATION OF SERVICES  
PROVIDED TO STUDENTS WITH DISABILITIES  
FALL 1992**

**CAMPUS:**

**Number of student evaluations distributed:**

**Number of student evaluations returned and submitted:**

**Describe methodology used to choose students to survey.**

**Signature of Disabled Student Services Director**

**Date**

**Telephone Number**



**THE CALIFORNIA STATE UNIVERSITY**  
**STUDENT EVALUATION OF SERVICES PROVIDED TO STUDENTS WITH DISABILITIES**  
**FALL 1992**

Dear Student,

We appreciate your taking the time to complete this questionnaire and to give Disabled Student Services your opinions so that efforts can be continued to improve services for students with disabilities. All responses are anonymous.

**I. Disabled Student Services Staff: (circle the most appropriate answer)**

1. Rate how knowledgeable the staff was about your disability needs.

<i>Very</i>		<i>Somewhat</i>	<i>Not</i>	<i>Doesn't</i>
<i>Knowledgeable</i>	<i>Knowledge</i>	<i>Knowledgeable</i>	<i>Knowledgeable</i>	<i>Apply</i>

2. Rate how available staff were when you needed help.

<i>Very</i>		<i>Somewhat</i>	<i>Not</i>	<i>Doesn't</i>
<i>Available</i>	<i>Available</i>	<i>Available</i>	<i>Available</i>	<i>Apply</i>

3. Rate how responsive staff were to your access needs.

<i>Very</i>		<i>Somewhat</i>	<i>Not</i>	<i>Doesn't</i>
<i>Responsive</i>	<i>Responsive</i>	<i>Responsive</i>	<i>Responsive</i>	<i>Apply</i>

Comments:

**II. Campus Responsiveness: (circle the most appropriate answer)**

4. Were your instructors willing to work out classroom accommodations with you such as testing adaptations, seating arrangements, adjustments of teaching style, etc.?

<i>Very</i>		<i>Somewhat</i>	<i>Not</i>	<i>Doesn't</i>
<i>Willing</i>	<i>Willing</i>	<i>Willing</i>	<i>Willing</i>	<i>Apply</i>

If not, please describe the situation:

5. Is the campus responsive and timely in removing architectural barriers once they are identified (such as lab equipment or access to a class, curb cuts, etc.)?

<i>Very</i>		<i>Somewhat</i>	<i>Not</i>	<i>Doesn't</i>
<i>Responsive</i>	<i>Responsive</i>	<i>Responsive</i>	<i>Responsive</i>	<i>Apply</i>

If not, please explain the circumstances:

6. Are other student service departments on campus responsive to the needs of students with disabilities?

<i>Very</i>		<i>Somewhat</i>	<i>Not</i>	<i>Doesn't</i>
<i>Responsive</i>	<i>Responsive</i>	<i>Responsive</i>	<i>Responsive</i>	<i>Apply</i>

If not, please describe the situation:

III. Specific Services

Please rate the availability and effectiveness of each service using the rating scale below. Please use the rating scale indicated, and rate services NA about which you have no familiarity. "Availability" means you could obtain service when you needed it. "Effectiveness" means the degree that the service was useful to you.

	5-Excellent	4-Good	3-Adequate	2-Fair	1-Poor	NA-Not Applicable
<u>Service</u>				<u>Availability</u>		<u>Effectiveness</u>
1 Reader				_____		_____
2 Notetaker				_____		_____
3 Manual or Oral Interpreters				_____		_____
4. Test-taking Assistance				_____		_____
5 Tutorial Assistance				_____		_____
6. Braille and Tape Transcription				_____		_____
7. On-campus Transportation				_____		_____
8. Access to Adaptive Equipment and Materials				_____		_____
9. Equipment Repair				_____		_____
10. Registration Assistance				_____		_____
11. Referral to Campus and Community Agencies				_____		_____
12. Handicapped Parking				_____		_____
13. Disability Related Counseling				_____		_____
14. Testing for Learning Disabilities				_____		_____

General Comments:

## IV. Background Information:

1. gender\_\_\_\_\_ 2. age\_\_\_\_\_ 3. Is your disability permanent\_\_\_\_\_ or temporary\_\_\_\_\_?

4. What is your primary disability? (check one)

\_\_\_ Visual Limitation

\_\_\_ Mobility Limitation

\_\_\_ Other Functional Limitations

\_\_\_ Communication Disability

\_\_\_ Learning Disability

\_\_\_ Deaf (using interpreters)

5. How many terms have you been enrolled at this campus\_\_\_\_\_? Received support services \_\_\_\_\_?

6. Approximately how many units have you completed at this campus\_\_\_\_\_?

7. Ethnic identity (please choose one) \_\_\_\_\_

1-American Indian or Alaskan native; name of tribe \_\_\_\_\_

2-Black, non-Hispanic, including African-American \_\_\_\_\_

3-Mexican American, Mexican, Chicano \_\_\_\_\_

A-Central American \_\_\_\_\_

B-South American \_\_\_\_\_

Q-Cuban \_\_\_\_\_

P-Puerto Rican \_\_\_\_\_

4-Other Latino, Spanish-Origin, Hispanic \_\_\_\_\_

C-Chinese \_\_\_\_\_

J-Japanese \_\_\_\_\_

K-Korean \_\_\_\_\_

R-Asian Indian \_\_\_\_\_

5-Other Asian \_\_\_\_\_

M-Cambodian \_\_\_\_\_

L-Laotian \_\_\_\_\_

V-Vietnamese \_\_\_\_\_

T-Thai \_\_\_\_\_

S-Other Southeast Asian \_\_\_\_\_

G-Guamanian \_\_\_\_\_

H-Hawaiian \_\_\_\_\_

N-Samoan \_\_\_\_\_

6-Other Pacific Islander \_\_\_\_\_

7-White \_\_\_\_\_

F-Filipino \_\_\_\_\_

8-Other \_\_\_\_\_

9-No Response \_\_\_\_\_

D-Decline to State \_\_\_\_\_

University of California  
Office of the President  
May 11, 1993

**Report to the Legislature on Assembly Bill 746:  
Evaluation of Effectiveness of Services to  
Students with Disabilities at the  
University of California**

**Introduction**

Section 1(a)(4) of Assembly Bill 746 (chaptered 1987, Hayden) states, in part, that.

- (a) The Board of Governors of the California Community Colleges and the Trustees of the California State University shall, for their respective systems, and The Regents of the University of California may do the following

\* \* \*

- (4) Develop and implement, in consultation with students and staff, a system for evaluating state-funded programs and services for disabled students on each campus at least every five years. At a minimum, these systems shall provide for the gathering of outcome data, staff and student perceptions of program effectiveness, and data on the implementation of the program and physical accessibility requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973

\* \* \*

- (b) Commencing in January 1990, and every two years thereafter, the Board of Governors of the California Community Colleges and the Trustees of the California State University shall, for their respective systems, and the Regents of the University of California may, submit a report to the Governor, the education policy committees of the Legislature, and the California Postsecondary Education Commission on the evaluations developed pursuant to subdivision (a). These biennial reports shall also include a review on a campus-by-campus basis of the enrollment, retention, transition, and graduation rate of disabled students.<sup>1</sup>

This legislation specifies that this evaluation include a minimum of three components: (1) staff and student perceptions of program effectiveness, (2) outcome data such as enrollment, retention, transition, and graduation rates, and (3) data on the program and physical accessibility of campuses

<sup>1</sup> The full text of AB 746 can be found in Appendix 1

*AB 746 Survey Project/University of California*

In response to the first request, this Report presents findings from a Universitywide study designed to assess satisfaction of students, faculty, and staff regarding campus services to students with disabilities<sup>2</sup>

It should be noted from the outset that, in general, students with disabilities, as well as faculty and staff, reported a high degree of satisfaction with the disabled student service (DSS) programs that have been implemented on all nine campuses of the University. In particular, students with disabilities expressed satisfaction with the availability and effectiveness of all 18 DSS services that were evaluated in this survey. In addition, they registered strong support for DSS staff who administer or coordinate these services on the campuses. Faculty and staff also reported satisfaction with the availability of DSS programs and services, as well as the adequacy of DSS personnel in meeting faculty and staff requests for assistance in accommodating students with disabilities.

These findings are particularly noteworthy because they speak directly to the competence of DSS staff and the quality of the services they provide in a budgetary era in which State funding for campus DSS services has declined in real dollars for the past 5 years. The devotion of DSS staff in maintaining available and effective services for students with disabilities in the face of limited State support, combined with the aid of campus and Universitywide administrations in seeking alternative funding sources, have allowed DSS programs to persevere in this very difficult budgetary climate.

**Background Regarding the Development of Procedures for Assessment of Faculty, Staff and Student Perceptions of Program Effectiveness**

Following passage of AB 746, the University developed a Universitywide plan for assessing the perceptions of faculty, staff, and students regarding the effectiveness of services and programs for students with disabilities. As detailed in the University's 1990 and 1992 biennial reports, the evaluation plan included development of (a) uniform questionnaires that assess program effectiveness, (b) timelines for administering the questionnaires, and (c) procedures for compiling and reporting the data.

During the 1988-1989 academic year, a uniform questionnaire assessing students' perceptions of program effectiveness was developed and pilot-tested. The questionnaire assessed students' perceptions of the adequacy, effectiveness, and availability of the services provided. In addition, campuses were offered the opportunity to add questions or sections to the questionnaire that reflected unique campus needs or program issues.

<sup>2</sup> Information regarding the University's implementation of requests (2) and (3) may be found in the University's 1990 and 1992 biennial reports to the Legislature.

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Following pilot-testing, the questionnaire was revised and submitted to the AB 746 Intersegmental Planning Committee for consideration as an intersegmental instrument for assessing student perceptions of program effectiveness<sup>3</sup>. Based on the Planning Committee's recommendations, the instrument was revised again and submitted to the Directors of Services to Students with Disabilities at each campus of the University for their review and comment. A copy of the final instrument is enclosed (Appendix 2)

To capture staff and faculty perceptions of the effectiveness of disabled student services and programs, the AB 746 Intersegmental Planning Committee drafted a separate intersegmental survey instrument that addressed the specific concerns of staff and faculty. The instrument was reviewed and revised by the Intersegmental Planning Committee, as well as the Directors of Services to Students with Disabilities at each campus of the University. A copy of the final instrument is enclosed (Appendix 3)

Both instruments were reviewed and revised during the 1991-92 academic year by the President's Advisory Committee on Services to Students with Disabilities, which is composed of University students, faculty, and staff.

#### Survey Administration Procedures

**Student Satisfaction Survey Project** This survey was conducted during the Spring 1992 term at each campus of the University. The survey was sent to all students who were receiving services from the campus disabled student services office, including both permanently disabled students and temporarily disabled students.

The survey was sent to all students in two separate mailings. The first mailing commenced early in the Spring term. The second mailing, designed to capture the responses of students who had not returned the first survey, was sent ten to fourteen days after the first. This two "wave" approach helped to assure an adequate response rate and increase the validity of the research by providing students with two opportunities to complete the survey.

The first mailing included a cover letter explaining the goals of the survey project, a copy of the survey, and postage-paid return envelope. The second mailing included a cover letter reminding students to complete the survey if they have not done so previously, a copy of the survey, and a postage-paid return envelope.

<sup>3</sup> The AB 746 Intersegmental Planning Committee was established following the passage of AB 746 to assist in the implementation of the provisions of this statute within California postsecondary education institutions. The Committee consists of representatives from the California Community Colleges, the California State University, the University of California, the Association of Independent California Colleges and Universities, the California Postsecondary Education Commission, the California Department of Rehabilitation, the California Department of Finance, the California Department of Education, and the Office of the Legislative Analyst.

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A sample cover letter for the first mailing and a sample cover letter for the second mailing are enclosed (Appendix 4). Campuses used one or both of these cover letters or created their own. However, campus cover letters were standardized to the extent that they included all relevant information about the survey project, including assurances regarding the confidentiality of student responses and details about the availability of accommodations to complete the survey.

**Faculty Satisfaction Survey Project.** The faculty survey was sent to a subset of faculty on each campus. This subset was identified as ladder-rank faculty.

Each member of the faculty sample was sent a copy of the survey with a cover letter. As with the student satisfaction survey, the faculty survey was sent out in two separate mailings. Both mailings included a cover letter explaining the goals of the survey project along with a copy of the survey. The second mailing was sent ten to fourteen days after the first mailing.

A sample cover letter for the first mailing and a sample cover letter for the second mailing are enclosed (Appendix 5). Campuses were free to use the sample cover letters or create their own letter. However, all faculty cover letters included all relevant information about the survey project.

**Staff Survey Project.** The staff survey, which is identical to the faculty survey, was sent to a subset of staff whose primary job responsibility was student services. This subset included all staff who were classified as Student Affairs Officers on each campus.

A copy of the survey with a cover letter was sent to each staff member. As with the student satisfaction survey and the faculty survey, the staff survey was sent out in two separate mailings. Both mailings included a cover letter explaining the goals of the survey project along with a copy of the survey. The second mailing was sent ten to fourteen days after the first mailing.

Sample cover letters for the first and second mailings of the staff survey are identical to the cover letters for the faculty survey (see Appendix 5). Campuses were free to use one or both of these cover letters or create their own. However, all cover letters included all relevant information about the survey project.



*AB 746 Survey Project/University of California***Student Satisfaction Survey Results**

Surveys were sent to 3,510 students with disabilities at the nine campuses of the University. A total of 1,418 were returned to campus disabled student service offices, for a return rate of 40.40 percent (see Appendix 6, Table 1).

In addition to the survey, students were asked for information regarding themselves, including class standing, disability duration (i.e., permanent or temporary), disability type, ethnicity, gender, and enrollment length at their current campus. Appendix 6, Table 2 presents a breakdown of the sample based on these subject variables. Preliminary analyses revealed no substantive differences in responses among students based on class standing, ethnicity, enrollment length, and gender. Consequently, these variables were eliminated from further analyses.

**General Assistance Issues.** The first area to be discussed are questions addressing students' overall satisfaction with the assistance they received from campus DSS staff, as well as personnel from other campus departments (see survey items 2 through 5 in Appendix 2). Four specific issues were surveyed: timeliness of services, availability of staff, responsiveness of staff in meeting specific student needs, and overall knowledge regarding disabilities and disability-related issues.

On each of these survey items, most students with disabilities are very satisfied with the competence of campus DSS staff. As presented in Appendix 6, Table 3, over 90 percent of students report that they are "somewhat" to "very satisfied" with the timeliness of DSS services, availability of DSS staff, responsiveness of DSS staff in meeting specific student needs, and the overall knowledge of DSS staff regarding disabilities and disability-related issues.

In addition to assessing student satisfaction with campus DSS programs and staff, students also were asked to evaluate their satisfaction with campus-wide activities and services not specifically linked to DSS programs (survey items 6 through 8 in Appendix 2). For example, students were asked to evaluate their campus' responsiveness in removing architectural barriers once identified, the degree to which campus departments were effective in assisting students with disabilities, and the cooperation of instructors in developing academic accommodations for students with disabilities.

Results indicate that students are generally satisfied with campus-wide efforts to accommodate students with disabilities. As shown in Appendix 6, Table 4, over three quarters of students report that they are somewhat or very satisfied with the effectiveness and cooperation of campus departments and instructors in meeting their needs for academic accommodations. In addition, nearly three quarters of these students are somewhat to very satisfied with campus efforts in removing architectural barriers, although the response rate for this item was low.

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Only 376 students responded to this question out of a total of 1,418, which may indicate that most students had little or no information with which to render an opinion on this issue

**Specific Services** This section of the survey was designed to assess the availability and effectiveness of specific DSS services for students with disabilities (items 9 through 38 in Appendix 2). Students were instructed to evaluate the availability and effectiveness of only those services they had actually used.

Appendix 6, Table 5 presents the mean satisfaction ratings for each service. On average, students with disabilities rate both the availability and effectiveness of all DSS services as "good" or "excellent." These positive findings, expressed as percentages, are detailed in Appendix 6, Table 5.1

The most widely used services at the University include notetaking services, on-campus transportation, test-taking assistance, registration assistance, and disability-related counseling. Even though these services are used by a broad cross-section of disabled students with widely varying needs, students are, on average, very satisfied with these services (see Appendix 6, Table 5.2).

While it is clear that students with disabilities at the University are generally satisfied with the effectiveness and availability of campus services for the disabled, most do not require all of the services listed in Appendix 6, Table 5. Rather, students generally require only those services specific to their disability. For example, a student with a hearing impairment may only require a sign-language interpreter and, thus, would be well-qualified to assess the availability and effectiveness of this type of service. On the other hand, this same student may have little to say about the availability and effectiveness of wheelchair repair services.

Given that the type of disability determines to a large degree the services to be assessed by students participating in this survey, the data were analyzed by disability type to identify the level of satisfaction students have with specific services that are of particular importance to their academic achievement at the University. For example, the key services for students with hearing impairments are interpreters and notetakers. Therefore, the responses of those students who identified themselves as hearing impaired were examined to determine their level of satisfaction with interpreters and notetakers. This analysis also was completed for other groups of students with disabilities. Appendix 6, Table 6, presents the results of this analysis. Findings indicate that students are generally satisfied with both the availability and effectiveness of those services that are most important given their particular disability.

*AB 746 Survey Project/University of California***Faculty Satisfaction Survey Results**

Surveys were sent to 2,788 faculty members at the nine campuses of the University. A total of 1,174 faculty returned the survey for a Universitywide response rate of 42 percent (see Appendix 6, Table 1)

**Faculty Knowledge of Disabled Student Services** The first set of survey items (see survey items 3 through 6 in Appendix 3) concerns faculty knowledge and understanding of campus services to students with disabilities, focusing on the amount of contact they have had with campus DSS programs and their need for additional information

Survey item 3 addresses the extent to which faculty have had occasion to contact the DSS office on their campus. As shown in Appendix 6, Table 7, results indicate that over 90 percent of faculty have needed to contact the DSS office on their campus only minimally, ranging from "no contact" (55 percent) to "1-5 contacts" (36 percent)

Survey item 4 required faculty to evaluate their personal knowledge of campus services for students with disabilities. Seventy-five percent indicated that they have a fair to poor knowledge of campus DSS services (see Appendix 6, Table 8). This result is consistent with the previous item in which a majority of faculty reported no contact or minimal contact with campus DSS programs. With limited contact comes fewer opportunities for faculty to seek the assistance of DSS staff and, in the process, gain information about the services they provide.

Faculty then were asked "How would you rate your need for additional information regarding campus services to students with disabilities?" (See survey item 5.) Seventy percent of faculty indicated a moderately low or very low need for additional information (see Appendix 6, Table 9). At first glance, the results come as a surprise since the faculty indicated in the preceding question that they have only a fair or poor degree of knowledge regarding services for students with disabilities. Yet, coupled with results indicating only minimal contact of faculty with DSS programs, faculty may believe that their need for additional information is low, since they deal with so few students who have disabilities. Twenty-five percent expressed a moderately high need for additional information concerning campus services for students with disabilities (see Appendix 6, Table 9).

The final question in this section concerns whether faculty have a need for specific information about disabilities or disability-related issues (survey item 6). This question attempts to move beyond specific campus DSS matters and address broader disability issues. Once again, the majority of faculty (69 percent) express a moderately low or very low need for additional information concerning disability-related issues (see Appendix 6, Table 9).

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**Faculty Evaluation of Campus Disabled Student Services** The next set of questions focus on faculty evaluation of specific campus services designed for students with disabilities (see survey items 7 through 11 in Appendix 3). These include

- ◆ the availability of information about campus DSS programs and services (survey item 7),
- ◆ the availability of services to assist faculty in accommodating students with disabilities (survey item 8), for example, DSS staff proctoring of examinations,
- ◆ the adequacy of DSS staff in meeting faculty needs for accommodating disabled students (survey item 9), for example, sign language interpreters or notetakers,
- ◆ the extent to which the campus DSS program is a permanent part of the total campus operation (survey item 10), and
- ◆ the responsiveness of the campus administration in providing a barrier-free campus in a timely manner (survey item 11)

Overall, faculty evaluations of campus DSS programs and services are positive. Nearly 60 percent of faculty believe that the availability of information about campus programs and services for students with disabilities is good or excellent (see Appendix 6, Table 10). However, a sizeable number of faculty (30 percent) judge the availability of this kind of information as only fair. In addition, over three quarters of faculty believe that the availability of campus services designed to assist faculty in accommodating students with disabilities is good or excellent. Finally, over 80 percent of faculty consider campus DSS staff good or excellent in meeting faculty requests for accommodations of students with disabilities (see Appendix 6, Table 10).

While results from the survey items described above indicate a high degree of faculty satisfaction with the availability of DSS information and accommodations, as well as DSS staff efforts in providing assistance to them, the response rate was very low for these questions, averaging about 50 percent. Thus, many faculty either did not have any opinion regarding these issues or simply did not respond. Once again, this is consistent with results presented earlier indicating that faculty only have minimal contact with campus DSS programs and, as a result, have little first-hand information with which to judge campus DSS programs and services.

The final two survey items tap wider DSS issues. As presented in Table 10, 75 percent of faculty believe that the extent to which campus DSS programs are an integral and permanent part of the total campus operation is good or excellent. A lesser but still substantial number of faculty report that the campus administration is generally responsive in attempting to create

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a barrier-free campus in a timely manner (69 percent). Once again, however, conclusions derived from these findings are limited, given the low response rate among faculty for these questions.

### Staff Satisfaction Survey Results

Surveys were sent to 1,255 staff at the nine campuses of the University. A total of 816 were returned for a Universitywide response rate of 65.02 percent (see Appendix 6, Table 1).

**Staff Knowledge of Disabled Student Services.** The first set of survey items (see survey items 3 through 6 in Appendix 3) concern staff knowledge and understanding of campus services to students with disabilities, focusing on the amount of contact they have had with DSS offices and their need for additional information.

Survey item 3 addresses the extent to which staff have had occasion to contact the DSS office on their campus. Although 22 percent of staff indicated that they have contacted the campus DSS office 10 or more times, 45 percent of staff report that they have contacted the DSS office "5 times or less," with another 22 percent indicating no contact at all (see Appendix 6, Table 7).

Survey item 4 required staff to rate their knowledge of campus services for students with disabilities. A little over 50 percent believe that they have an excellent or good grasp of campus DSS services. However, 49 percent of staff report only fair or poor knowledge of such services (see Appendix 6, Table 8). This result, which is similar to findings from the faculty survey, is consistent with the previous item in which a sizeable number of staff report only minimal contact with campus DSS programs. While staff contact is, on average, greater than faculty contact, most staff have had little contact with DSS offices resulting in a fair or poor knowledge base.

Staff were then asked "How would you rate your need for additional information regarding campus services to students with disabilities?" (See survey item 5.) Fifty-three percent claim a moderately low or very low need for additional information, with another 37 percent expressing a moderately high need and 10 percent a very high need for additional information (see Appendix 6, Table 11). Staff have a greater need for additional information concerning campus services to students with disabilities than faculty, but, like faculty, do not consider this a particularly high priority, perhaps given their minimal contact with DSS programs as expressed in survey item 3.

The final question in this section concerns the extent to which staff believe that they need additional information regarding disabilities and disability-related issues. This is a much broader question than the previous one, with a majority of staff (52 percent) expressing a moderately high or very high need for information of this kind (see Appendix 6, Table 11).

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**Staff Evaluation of Campus Disabled Student Services** The next set of questions addresses staff evaluations of specific campus services designed for students with disabilities (see survey items 7 through 11 in Appendix 3)

Overall, staff evaluations of campus services are positive. As shown in Appendix 6, Table 12, 61 percent maintain that the availability of information about campus programs and services for students with disabilities is good or excellent. In addition, 75 percent report that the availability of specific disabled student services (e.g., test proctoring, readers, notetakers) to assist them in accommodating students with disabilities is good or excellent. Finally, 85 percent of staff believe that the performance of campus DSS staff in meeting staff requests for accommodation of students with disabilities is good or excellent (see Appendix 6, Table 12).

Survey items 10 and 11 tap wider DSS issues. As presented in Appendix 6, Table 12, 70 percent of staff believe that the extent to which campus DSS programs are an integral and permanent part of the total campus operation is good or excellent. However, only 41 percent of staff claim that the campus administration is responsive in creating a barrier-free campus environment. The remaining 59 percent maintain that the administration's responsiveness in this regard is only fair (38 percent) or poor (21 percent). These results differ widely from faculty responses in which 69 percent rated the administration's responsiveness as excellent or good (see Appendix 6, Table 10).

Unlike faculty, staff were more willing to evaluate campus services for students with disabilities, as revealed by staff's generally higher survey item response rate. Approximately three quarters of staff felt qualified to respond to survey items 7 through 11, while only about 50 percent of faculty did so. This difference is a result of the relatively greater contact staff have with DSS programs and services, as detailed in Appendix 6, Table 7.

Discussion

The central focus of this survey project was to determine the level of disabled student service program effectiveness at the University, as evaluated by students with disabilities and campus faculty and staff. In general, students with disabilities, as well as faculty and staff, report a high degree of satisfaction with the DSS programs and services that have been implemented on all nine University campuses.

### Implications for Provision of Services to Students with Disabilities

Overall, students with disabilities are satisfied with the type and extent of services that are provided to them. As indicated in Appendix 6, Table 3, students are particularly satisfied with DSS staff and the services they provide. Nearly 70 percent of students are very satisfied with the timeliness of DSS services, availability and responsiveness of DSS staff in meeting accommodations requests, and DSS staff knowledge of disability and disability-related issues.

Turning to ratings of specific services for students with disabilities, it is clear that students also are satisfied with both the availability of these services and their effectiveness in accommodating the academic needs of students with disabilities. None of the 15 specific services on the questionnaire received an average rating lower than "good," and most received average ratings far higher, as indicated in Appendix 6, Table 5. Indeed, the most widely used services are among the most highly rated, as presented in Appendix 6, Table 5.2. Moreover, results indicate that the availability and effectiveness of these services are rated as good or excellent by those students whose need for them is greatest (see Appendix 6, Table 6).

These findings are particularly noteworthy because they speak directly to the competence of DSS staff and the quality of the services they provide in a budgetary era in which State funding for campus DSS services has declined in real dollars for the past 5 years. The commitment of DSS staff in maintaining available and effective services for students with disabilities, combined with the support of campus and Universitywide administrations in seeking alternative funding sources, have allowed DSS programs to endure and -- as the results from this survey suggest -- thrive. Still, the long-term viability of campus DSS programs faces a questionable future in the face of continuing State budgetary cutbacks.

### Faculty and Staff Evaluations of Services to Students with Disabilities

Results from the faculty and staff satisfaction surveys reveal a more complex set of findings than those of the student survey. Nevertheless, overall ratings of faculty and staff regarding DSS programs and services are generally positive.

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### Faculty and Staff Contact with DSS Programs

While faculty and staff are generally satisfied with campus DSS programs and services, this evaluation must be tempered by the fact that the amount of contact they have had with DSS offices is minimal. This is especially true for faculty responses in which over 90 percent indicated that their contact with DSS ranged from "never" to "one to five contacts." While staff had greater contact -- 22 percent of staff versus only 4 percent of faculty who had 10 contacts or more -- nearly 70 percent of staff have had occasion to contact DSS only minimally.

The best interpretation of these data is that some faculty and staff have simply never been called upon to assist students with disabilities and thus have had no reason to contact campus DSS offices. Given that students with disabilities comprise only about 3 percent of the total student population at the University, it is perhaps understandable that some faculty and staff have such few interactions with DSS offices. Faculty, in particular, are generally not called upon to contact campus DSS offices unless they need assistance in accommodating a student with a disability in their class. The relatively greater contact of staff is probably due to the variety of instances in which they are called upon to deal with students. Recall that the targeted staff for this survey came from the student-service staff ranks, which include academic advisors, and Admissions and Registrars staff, among others.

Yet, these data also suggest that faculty and staff have minimal contact with campus DSS programs because they are only dimly aware that such programs exist. As presented in Appendix 6, Table 8, 75 percent of faculty and 49 percent of staff rate their knowledge of campus DSS services as "fair" or "poor." In addition, results from survey item 7 indicate that 30 percent of faculty and 31 percent of staff believe that the availability of campus information concerning programs for students with disabilities is only fair. While campus DSS offices regularly perform outreach activities for faculty and staff, as well as sponsor programs to increase awareness of disabilities and disability-related issues, these data suggest that traditional forms of communication and outreach may require reexamination. At the very least, these findings present the University with an excellent opportunity to educate better a sizeable portion of the University community concerning the wide range of programs and services that are available for students with disabilities.

### Faculty and Staff Evaluation of Campus Services

Perhaps the most notable finding from the faculty and staff evaluation of campus DSS services can be seen in Appendix 6, Tables 10 and 12. Of those responding, three in four faculty believe that the availability of DSS services, as well as the adequacy of DSS staff in meeting faculty requests for accommodation, are good or excellent. This is true of staff as well (see Appendix 6, Table 12). Inasmuch as the primary focus of campus DSS programs is service to students with disabilities, as well as to faculty and staff in helping them to provide



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academic accommodations to disabled students, these findings provide strong support for the manner in which DSS staff are conducting their programs at the University

While these findings support campus DSS programs and services, it should be noted that a significant number of faculty and staff were unable to evaluate some issues. A majority of faculty marked "don't know" to all but one of these survey items and this trend, though less pronounced, is present among staff survey results as well. These results probably stem from the limited contact of faculty and staff with DSS programs in particular and, by extension, students with disabilities (see Appendix 6, Table 7)

### Policy Implications

Results from this survey project demonstrate that the University has been effective in providing academic accommodations and services for students with disabilities on each campus of the University. Section 504 of the Rehabilitation Act of 1973, AB 746, and University policy, have established campus DSS offices that assist all disabled students who request services so that they may participate fully in the programs and activities of the University. The generally positive survey responses of students with disabilities, as well as faculty and staff, regarding the availability and effectiveness of campus DSS services speaks well for current campus efforts and the University's policy of ensuring full funding for services that the State now only partially supports. However, as State funding for the University continues to erode and other services heretofore funded by the State become supported by student fee dollars, the University's ability to ensure compliance with AB 746 may be severely tested in the years to come



Appendix 1

Assembly Bill 746



## Assembly Bill No. 746

## CHAPTER 829

An act to amend and renumber the heading of Chapter 14 (commencing with Section 67320) of, and to add Chapter 14.2 (commencing with Section 67310) to, Part 40 of the Education Code, relating to postsecondary education

[Approved by Governor September 19, 1987. Filed with  
Secretary of State September 21, 1987.]

## LEGISLATIVE COUNSEL'S DIGEST

AB 746, Hayden. Postsecondary education.

Existing law requires the services for disabled students provided by the California Community Colleges and the California State University, and authorizes the services provided by the University of California, at a minimum, to conform to the level and the quality of services provided by the Department of Rehabilitation prior to July 1, 1981.

This bill would govern state funded disabled student programs and services at public postsecondary institutions and would specify the principles that a state funded activity is required to observe. This bill would declare the intent of the Legislature that, as appropriate for each postsecondary segment, funds provided for disabled student programs and services be based on the fixed costs associated with the ongoing administration and operation of the services and programs, continuing variable costs that fluctuate with changes in the number of students or the unit load of students, and one-time variable costs associated with the purchase or replacement of equipment.

This bill would require the Board of Governors of California Community Colleges and the Trustees of the California State University to, and would authorize the Regents of the University of California to, work with the California Postsecondary Education Commission and the Department of Finance, as specified, adopt rules and regulations, maintain the present intersegmental efforts to work with the commission and other interested parties, and develop and implement, in consultation with students and staff, a system for evaluating state-funded programs and services for disabled students on each campus at least every 5 years. This bill would also require the Board of Governors of the California Community Colleges and the Trustees of the California State University to, and would authorize the Regents of the University of California to, submit a report to the Governor, the education policy committees of the Legislature, and the California Postsecondary Education Commission biennially, commencing in January 1989. This bill would require the California Postsecondary Education Commission to review these reports and submit its comments and recommendations to the Governor and the

education policy committees of the Legislature.

This bill would provide that nothing in this bill shall be construed to be directing students toward a particular program or service for students with disabilities nor shall anything in this bill be used to deny any student an education.

*The people of the State of California do enact as follows:*

SECTION 1 Chapter 14.2 (commencing with Section 67310) is added to Part 40 of the Education Code, to read

CHAPTER 14.2 STATE FUNDED DISABLED STUDENT PROGRAMS  
AND SERVICES

67310 (a) The Legislature finds and declares that equal access to public postsecondary education is essential for the full integration of persons with disabilities into the social, political, and economic mainstream of California. The Legislature recognizes the historic underrepresentation of disabled students in postsecondary programs and the need for equitable efforts that enhance the enrollment and retention of disabled students in public colleges and universities in California.

(b) The Legislature recognizes its responsibility to provide and adequately fund postsecondary programs and services for disabled students attending a public postsecondary institution.

(c) To meet this responsibility, the Legislature sets forth the following principles for public postsecondary institutions and budgetary control agencies to observe in providing postsecondary programs and services for students with disabilities:

(1) The state funded activity shall be consistent with the stated purpose of programs and services for disabled students provided by the California Community Colleges, the California State University, or the University of California, as governed by the statutes, regulations, and guidelines of the community colleges, state university, or the University of California.

(2) The state funded activity shall not duplicate services or instruction that are available to all students, either on campus or in the community.

(3) The state funded activity shall be directly related to the functional limitations of the verifiable disabilities of the students to be served.

(4) The state funded activity shall be directly related to these students' full access to and participation in the educational process.

(5) The state funded activity shall have as its goals the independence of disabled students and the maximum integration of these students with other students.

(6) The state funded activity shall be provided in the most integrated setting possible, consistent with state and federal law,

state policy and funding requirements, and missions and policies of the postsecondary segment, and shall be based on identified student needs.

(d) It is the intent of the Legislature that, through the state budget process, the public postsecondary institutions request, and the state provide, funds to cover the actual cost of providing services and instruction, consistent with the principles set forth in subdivision (c), to disabled students in their respective postsecondary institutions.

(e) All public postsecondary education institutions shall continue to utilize other available resources to support programs and services for disabled students as well as maintain their current level of funding from other sources whenever possible.

(f) Pursuant to Section 67312, postsecondary institutions shall demonstrate institutional accountability and clear program effectiveness evaluations for services to students with disabilities.

67311. It is the desire and intent of the Legislature that, as appropriate for each postsecondary segment, funds for disabled student programs and services be based on the following three categories of costs.

(a) Fixed costs associated with the ongoing administration and operation of the services and programs. These fixed costs are basic ongoing administrative and operational costs of campus programs that are relatively consistent in frequency from year-to-year, such as:

(1) Access to, and arrangements for, adaptive educational equipment, materials, and supplies required by disabled students.

(2) Job placement and development services related to the transition from school to employment.

(3) Liaisons with campus and community agencies, including referral and followup services to these agencies on behalf of disabled students.

(4) On-campus and off-campus registration assistance, including priority enrollment, applications for financial aid, and related college services.

(5) Special parking, including on-campus parking registration, temporary parking permit arrangements, and application assistance for students who do not have state handicapped placards or license plates.

(6) Supplemental specialized orientation to acquaint students with the campus environment.

(7) Activities to coordinate and administer specialized services and instruction.

(8) Activities to assess the planning, implementation, and effectiveness of disabled student services and programs.

The baseline cost of these services shall be determined by the respective system and fully funded with annual adjustments for inflation and salary range changes, to the extent funds are provided.

(b) Continuing variable costs that fluctuate with changes in the

number of students or the unit load of students. These continuing variable costs are costs for services that vary in frequency depending on the needs of students, such as:

(1) Diagnostic assessment, including both individual and group assessment not otherwise provided by the institution to determine functional, educational, or employment levels or to certify specific disabilities

(2) On-campus mobility assistance, including mobility training and orientation and manual or automatic transportation assistance to and from college courses and related educational activities

(3) Off-campus transportation assistance, including transporting students with disabilities to and from the campus in areas where accessible public transportation is unavailable, inadequate, or both

(4) Disability-related counseling and advising, including specialized academic, vocational, personal, and peer counseling, that is developed specifically for disabled students and not duplicated by regular counseling and advising services available to all students.

(5) Interpreter services, including manual and oral interpreting for deaf and hard-of-hearing students

(6) Reader services to coordinate and provide access to information required for equitable academic participation if this access is unavailable in other suitable modes

(7) Services to facilitate the repair of equipment and learning assistance devices

(8) Special class instruction that does not duplicate existing college courses but is necessary to meet the unique educational needs of particular groups of disabled students

(9) Speech services, provided by licensed speech or language pathologists for students with verified speech disabilities,

(10) Test taking facilitation, including adapting tests for and proctoring test taking by, disabled students

(11) Transcription services, including, but not limited to, the provision of Braille and print materials

(12) Specialized tutoring services not otherwise provided by the institution

(13) Notetaker services for writing, notetaking, and manual manipulation for classroom and related academic activities

State funds may be provided annually for the cost of these services on an actual-cost basis, including wages for the individuals providing these services and expenses for attendant supplies. Each institution shall be responsible for documenting its costs to the appropriate state agencies

(c) One-time variable costs associated with the purchase or replacement of equipment. One-time variable costs are one-time expenditures for the purchase of supplies or the repair of equipment, such as adapted educational materials and vehicles. State funds shall be provided for these expenses on an actual cost basis as documented by each institution.

67312 (a) The Board of Governors of the California Community Colleges and the Trustees of the California State University shall, for their respective systems, and the Regents of the University of California may do the following:

(1) Work with the California Postsecondary Education Commission and the Department of Finance to develop formulas or procedures for allocating funds authorized under this chapter

(2) Adopt rules and regulations necessary to the operation of programs funded pursuant to this chapter

(3) Maintain the present intersegmental efforts to work with the California Postsecondary Education Commission and other interested parties, to coordinate the planning and development of programs for students with disabilities, including, but not limited to, the establishment of common definitions for students with disabilities and uniform formats for reports required under this chapter

(4) Develop and implement, in consultation with students and staff, a system for evaluating state-funded programs and services for disabled students on each campus at least every five years. At a minimum, these systems shall provide for the gathering of outcome data, staff and student perceptions of program effectiveness, and data on the implementation of the program and physical accessibility requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973

(b) Commencing in January 1990, and every two years thereafter, the Board of Governors of the California Community Colleges and the Trustees of the California State University shall, for their respective systems, and the Regents of the University of California may, submit a report to the Governor, the education policy committees of the Legislature, and the California Postsecondary Education Commission on the evaluations developed pursuant to subdivision (a). These biennial reports shall also include a review on a campus-by-campus basis of the enrollment, retention, transition, and graduation rates of disabled students

(c) The California Postsecondary Education Commission shall review these reports and submit its comments and recommendations to the Governor and education policy committees of the Legislature 67313. Nothing in this chapter shall be construed to be directing any student, or students, toward a particular program or service for students with disabilities nor shall anything in this chapter be used to deny any student an education because he or she does not wish to receive state funded disabled student programs and services 67314 No provision of this chapter shall apply to the University of California unless the Regents of the University of California, by resolution, make that provision applicable

SEC 2 The heading of Chapter 14 (commencing with Section 67320) of Part 40 of the Education Code is amended and renumbered to read





## Appendix 2

### Student Satisfaction Survey



University of California  
Disabled Student Services and Programs

**STUDENT EVALUATION OF SERVICES TO STUDENTS WITH DISABILITIES: 1991-92**

Please rate the following on-campus services for students with disabilities

Your answers will be held in the strictest confidence and will help us to improve our services for students with disabilities Thank you for your cooperation

**I. General Assistance**

For the items below, please circle your level of satisfaction with the type of assistance you received from disabled student service (DSS) staff or campus personnel

How satisfied or dissatisfied are you with

1) The extent to which the services you received from DSS staff were provided in a timely manner	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied*	Not Applicable
2) The availability of DSS staff to assist you	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied*	Not Applicable
3) The responsiveness of DSS staff in meeting your needs	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied*	Not Applicable
4) The knowledge of DSS staff regarding disability-related issues	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied*	Not Applicable

5) The responsiveness of the campus in removing architectural barriers once identified	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied*	Not Applicable
6) The degree to which campus departments are effective in assisting students with disabilities	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied*	Not Applicable
7) The extent to which instructors have been cooperative in helping you work out academic accommodations	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied*	Not Applicable

\* If you are "very dissatisfied" with any assistance you have received, please describe your experience in the comments section

COMMENTS

II. Specific Services

Please rate the availability and effectiveness of each service that you have used  
"Availability" refers to the extent to which you could obtain a specific service  
"Effectiveness" refers to the degree to which the service was useful to you

TYPE OF SERVICE	AVAILABILITY		EFFECTIVENESS		COMMENTS
	0 = No Opinion 1 = Poor* 2 = Fair 3 = Good 4 = Excellent		0 = No Opinion 1 = Poor* 2 = Fair 3 = Good 4 = Excellent		
Readers					
Notetakers					
Interpreters					
Test-Taking Assistance					
Tutorial Assistance					
Transcription Services					
On-campus Transportation					

\* If you rate any service as "poor" (1), please describe your experience in the comments section

TYPE OF SERVICE	AVAILABILITY	EFFECTIVENESS	COMMENTS
Off-campus Transportation			
Access to Adaptive Equipment & Materials			
Equipment Repair			
Registration Assistance			
Information on other Campus & Community Services			
Special Parking Coordination			
Disability-related Counseling & Advising			
Special Orientation to Campus and Programs			

\* If you rate any service as "poor" (1), please describe your experience in the comments section

ADDITIONAL COMMENTS

III. About Yourself

We would appreciate your responses to the following questions about yourself

What is your age? \_\_\_\_\_ | What is your gender? \_\_\_\_\_

What is your class level?

\_\_\_\_\_ Freshman \_\_\_\_\_ Junior \_\_\_\_\_ Graduate/Professional  
\_\_\_\_\_ Sophomore \_\_\_\_\_ Senior

Is/was your disability \_\_\_\_\_ Permanent \_\_\_\_\_ Temporary

OPTIONAL

Would you like to be contacted by DSS to follow-up on your survey answers? \_\_\_\_\_ Yes \_\_\_\_\_ No

Would you like to receive a summary of the survey results? \_\_\_\_\_ Yes \_\_\_\_\_ No

Name

Address/Phone

What is/are your disability/ies?

\_\_\_\_\_ Vision \_\_\_\_\_ Mobility \_\_\_\_\_ Specific Learning Disability \_\_\_\_\_ Acquired Brain Injury

\_\_\_\_\_ Hearing \_\_\_\_\_ Other Functional Impairment \_\_\_\_\_ Speech

What is your ethnicity?

\_\_\_\_\_ Native American Indian \_\_\_\_\_ Asian/Pacific Islander \_\_\_\_\_ White/Caucasian  
\_\_\_\_\_ Black/African American \_\_\_\_\_ Chicano/Latino \_\_\_\_\_ Other (Please specify \_\_\_\_\_ )

How long have you been enrolled at this campus?

\_\_\_\_\_ Less than a Year \_\_\_\_\_ Two Years \_\_\_\_\_ Four Years \_\_\_\_\_ More than Five Years  
\_\_\_\_\_ One Year \_\_\_\_\_ Three Years \_\_\_\_\_ Five Years





Appendix 3

Faculty/Staff Satisfaction Survey



University of California  
Disabled Student Services and Programs

FACULTY/STAFF EVALUATION OF CAMPUS SERVICES FOR STUDENTS WITH DISABILITIES. 1991-92

State guidelines require us to solicit your evaluation of how well students with disabilities are being served by our campus. We would appreciate your taking the time to complete this evaluation. The results will be used to identify where improvements might be made in our efforts to serve students with disabilities.

I. About Yourself

I am Faculty \_\_\_\_\_ Staff \_\_\_\_\_

How often have you had occasion to contact the Disabled Students' Program on your campus (circle one)?

Never      1-5 times      6-10 times      More than 10 times

How would you rate your knowledge of campus services for students with disabilities (circle one)?

Excellent      Good      Fair      Poor

How would you rate your need for additional information regarding campus services for students with disabilities (circle one)?

Very High      Moderately High      Moderately Low      Very Low

How would you rate your need for information regarding disabilities and disability-related issues (circle one)?

Very High      Moderately High      Moderately Low      Very Low

## II. Evaluation of Campus Services

Please indicate how you would rate each of the following statements.

	Don't Know	Poor	Fair	Good	Excellent
The availability of information about campus programs and services for students with disabilities					
The availability of disabled student services (e.g., test proctoring, readers, notetakers, etc.) to assist you in accommodating disabled students					
The adequacy of disabled student service staff in meeting your requests for accommodation of students with disabilities					
The extent to which the campus disabled student service program is an integral and permanent part of the total campus operation					
The responsiveness of the campus administration in providing a barrier-free campus in a timely manner					

COMMENTS [If you have rated any questions as "very low" or "poor," we would especially appreciate your comments.]

SJH (2/27/92) [FACULTY2]

*AB 746 Survey Project/University of California*

Appendix 4

Sample Cover Letters

(First and Second Mailings)

Student Satisfaction Survey Project



## [COVER LETTER/STUDENT SURVEY/FIRST MAILING]

## Greetings

The Disabled Student Services (DSS) Office, in conjunction with the Office of the UC President, would like your opinion regarding how well students with disabilities are being served on your campus. Enclosed is a survey that asks a variety of questions about your satisfaction with the assistance you have received and the availability and effectiveness of specific services. Please take a few minutes to answer each question. In addition, space is provided for you to write specific comments about your disability-related experiences with the DSS Office and the campus in general. We would be especially interested in your comments if you have been "very dissatisfied" with any assistance you have received or if you rate any service as "poor." Of course, your answers will be held in strictest confidence and, if you choose, you need not identify yourself at all.

Please complete this survey at your earliest convenience and mail it back to the DSS Office in the postage-paid envelope enclosed. Or, address your survey to the campus DSS Office and drop it in campus mail.

If you have any questions or if you require accommodations in order to complete the survey, please call the DSS Office at [phone number].

If you would like to know the results of this survey project or if you would like a staff member from the DSS Office to follow-up on your survey responses, there is a place at the end of the survey to write your name, address, and phone number.

Thank you for taking the time to complete this survey. Your opinions are very important to us and we hope to improve our services to students with disabilities based on the results of this survey.

Sincerely,

Director/Coordinator  
Disabled Student Services  
UC [Campus]

Stephen J. Handel  
Universitywide Coordinator  
Services to Students with  
Disabilities





[COVER LETTER/STUDENT SURVEY/SECOND MAILING]

Greetings

Two weeks ago, we sent a survey to you requesting your opinion about how well students with disabilities are being served on your campus. If you have already completed and returned the survey, we thank you for your participation. If, however, you haven't had a chance to complete the survey, we would very much appreciate your response. In order to improve services to students with disabilities, we need to know your thoughts in this area.

For your convenience, we have enclosed a second copy of the survey along with a postage-paid envelope. Completing this survey will only take a few minutes and your opinion would be very much appreciated. Of course, your answers will be held in strictest confidence and, if you choose, you need not identify yourself at all.

Please complete this survey at your earliest convenience and mail it back to the Disabled Student Services Office in the postage-paid envelope enclosed. Or, address your survey to the campus Disabled Student Services Office and drop it in campus mail.

If you have any questions or if you require accommodations in order to complete the survey, please call the DSS Office at [phone number].

Thank you for taking the time to complete this survey. Your opinions are very important to us and we hope to improve our services to students with disabilities based on the results of this survey.

Sincerely,

Director/Coordinator  
Disabled Student Services  
UC [Campus]

Stephen J. Handel  
Universitywide Coordinator  
Services to Students with  
Disabilities



Appendix 5

Sample Cover Letters

(First and Second Mailings)

Faculty/Staff Satisfaction Survey Project



[COVER LETTER/FACULTY & STAFF SURVEY/FIRST MAILING]

Greetings

The Disabled Student Services (DSS) Office, in conjunction with the Office of the UC President, would like your opinion regarding how well students with disabilities are being served on your campus. A short questionnaire is enclosed and should take only a few minutes for you to complete. In addition, space is provided for you to write specific comments about your disability-related experiences with the DSS Office and the campus in general.

Please complete this survey at your earliest convenience and mail it back to the DSS Office, [campus address here], using campus mail.

We guarantee that any information provided will be treated with absolute confidentiality. No responses will be individually identifiable.

Thank you for taking the time to complete this survey. Your opinions are very important to us and we hope to improve our services to students with disabilities based on the results of this survey. Of course, if you have any questions regarding this survey, or if you would like to receive a copy of the survey results, please call the DSS at [campus phone number].

Sincerely,

Director/Coordinator  
Disabled Student Services  
UC [Campus]

Stephen J. Handel  
Universitywide Coordinator  
Services to Students with  
Disabilities



[COVER LETTER/FACULTY & STAFF SURVEY/SECOND MAILING]

Greetings

Two weeks ago, we sent a survey to you requesting your opinion of how well students with disabilities are being served by our campus. If you have already completed and returned the survey, we thank you for your participation. If, however, you haven't had a chance to complete the survey, we would very much appreciate your response.

For your convenience, we have enclosed a second copy of the survey. Completing this survey will take only a few minutes and your evaluation would be very much appreciated.

Please complete this survey at your earliest convenience and mail it back to the Disabled Student Services Office, [campus address here], using campus mail.

We guarantee that any information provided will be treated with absolute confidentiality. No responses will be individually identifiable.

Thank you for taking the time to complete this survey. Your opinions are very important to us and we hope to improve our services to students with disabilities based on the results of this survey. Of course, if you have any questions or, if you would like to receive a copy of the survey results, please call the Disabled Student Services Office at [campus phone extension].

Sincerely,

Director/Coordinator  
Disabled Student Services  
UC [Campus]

Stephen J. Handel  
Universitywide Coordinator  
Services to Students with  
Disabilities





Appendix 6

Tables 1 - 12



**Services to Students with Disabilities**  
**University of California**

## Student Survey

## Staff Survey

Student Survey				Faculty Survey				Staff Survey			
Total Sent	Total Returned	Response Rate		Total Sent	Total Returned	Response Rate		Total Sent	Total Returned	Response Rate	
3,510	1,418	40.40%		2,788	1,174	42.11%		1,255	816	65.02%	

SJH (2/16/93)

[RESPONSE]

Table 2

Services to Students with Disabilities  
University of California

Number of Subjects by Demographic Variable			
Subject Variables		N/1	Percent of Total
Gender	Male	583	42.34%
	Female	794	57.66%
	Total	1,377	100.00%
Disability	Permanent	830	62.41%
	Temporary	500	37.59%
	Total	1,330	100.00%
Disability Type	Vision	96	7.10%
	Mobility	578	42.72%
	Learning Disability	405	29.93%
	Hearing Impairment	71	5.25%
	Speech Impairment	6	0.44%
	Acquired Brain Injury	19	1.40%
	Other Functional Imp	178	13.16%
	Total	1,353	100.00%
Ethnicity	African American	41	3.01%
	Asian/Pacific Islander	169	12.42%
	Chicano/Latino	121	8.89%
	Native American	13	0.96%
	White	954	70.10%
	Other	63	4.63%
	Total	1,361	100.00%
Class Standing	Freshmen	168	12.10%
	Sophomore	211	15.19%
	Junior	335	24.12%
	Senior	507	36.50%
	Graduate/Professional	168	12.10%
	Total	1,389	100.00%

Note 1 Total N for subject variables are not equivalent due to missing responses (i.e., some subjects declined to respond to all questions)

SJH (4/15/93)

[Table\_2]

Table 3

# Services to Students with Disabilities University of California

Student Satisfaction with the General Assistance of DSS Staff and Services				
Survey Item No & Description	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
2) Timely services provided by DSS Staff	71%	23%	4%	2%
3) Availability of DSS Staff for Assistance	69%	24%	5%	2%
4) Responsiveness of DSS Staff in meeting student needs	76%	20%	3%	1%
5) DSS Staff knowledge of disability-related issues	74%	22%	3%	1%

SJH (4/15/93)  
[Table\_3]

Table 4

Services to Students with Disabilities  
University of California

Student Satisfaction with the General Assistance of Campus Staff and Services

Survey Item No & Description	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
6) Campus removal of architectural barriers	40%	34%	16%	10%
7) Effectiveness of campus in assisting disabled students	36%	43%	16%	5%
8) Cooperation of instructors in working out accommodations	45%	39%	12%	4%

SJH (4/15/93)  
[Table 4]

Table 5

Services to Students with Disabilities  
University of California

Availability and Effectiveness of DSS Services				
Service/1	Mean/2 Availability	SD	Mean Effectiveness	SD
Readers	3 00	1 00	3 20	0 90
Notetakers	3 20	0 80	3 20	0 80
Interpreters	3 00	1 00	3 30	0 90
Test-taking Assistance	3 40	0 80	3 40	0 80
Tutors	3 10	1 00	3 20	0 90
Transcription	3 40	0 80	3 50	0 90
On-campus Transportation	3 30	0 90	3 40	0 90
Off-campus Transportation/3	3 00	1 00	3 10	1 00
Adaptive Equipment	3 20	1 00	3 20	0 90
Equipment Repair	3 30	1 00	3 20	1 00
Registration Assistance	3 70	0 70	3 70	0 70
Campus-wide Information	3 10	0 90	3 00	1 00
Parking Coordination	3 20	1 10	3 30	1 10
Disability Counseling	3 30	0 90	3 40	0 90
Campus Orientation	3 00	1 10	3 00	1 10

Note 1 See Student Survey items 9 through 38 (Appendix 2)

Note 2. Rating scale ranges from 1 ("poor") to 4 ("excellent")

Note 3 Off-campus transportation services available at only 2 campuses

SJH (5/10/93) [CAMPUS]

Table 5 1

Services to Students with Disabilities  
University of California

Availability and Effectiveness of DSS Services					
Service/1		Excellent	Good	Fair	Poor
Readers	Effectiveness	39%	33%	16%	11%
	Availability	45%	34%	14%	7%
Notetakers	Effectiveness	45%	36%	15%	4%
	Availability	42%	38%	17%	3%
Interpreters	Effectiveness	39%	39%	9%	14%
	Availability	53%	29%	9%	9%
Test-taking Assistance	Effectiveness	59%	28%	8%	5%
	Availability	61%	27%	9%	4%
Tutors	Effectiveness	45%	30%	13%	12%
	Availability	47%	34%	12%	7%
Transcription	Effectiveness	57%	28%	11%	3%
	Availability	61%	24%	10%	4%
On-campus Transportation	Effectiveness	49%	35%	10%	6%
	Availability	58%	27%	9%	6%
Off-campus Transportation/2	Effectiveness	39%	33%	15%	14%
	Availability	45%	32%	10%	13%
Adaptive Equipment	Effectiveness	50%	28%	13%	9%
	Availability	50%	31%	10%	9%
Equipment Repair	Effectiveness	55%	27%	9%	9%
	Availability	52%	28%	11%	9%
Registration Assistance	Effectiveness	76%	16%	3%	4%
	Availability	76%	16%	4%	3%
Campus-wide Information	Effectiveness	39%	36%	16%	9%
	Availability	38%	36%	17%	9%



Table 5.1 (continued)

Parking	Effectiveness	59%	17%	11%	13%
Coordination	Availability	64%	14%	10%	13%
Disability-related	Effectiveness	53%	28%	12%	7%
Counseling	Availability	57%	28%	10%	5%
Campus Orientation	Effectiveness	47%	26%	11%	16%
	Availability	42%	30%	12%	16%

Note 1: See Student Survey items 9 through 38 (Appendix 2)

Note 2: Off-campus transportation services available at only two campuses

SJH (5/10/93)

[TABLE\_51]

Table 5.2

Services to Students with Disabilities  
University of California/Office of the President

Availability and Effectiveness of Most Widely Used DSS Services				
Service		Mean/1	SD	N
Notetakers	Availability	3.20	0.80	485
	Effectiveness	3.20	0.80	464
On-campus Transportation	Availability	3.30	0.90	505
	Effectiveness	3.40	0.90	492
Test-taking Assistance	Availability	3.40	0.80	418
	Effectiveness	3.40	0.80	399
Registration Assistance	Availability	3.70	0.70	463
	Effectiveness	3.70	0.70	456
Disability-related Counseling	Availability	3.30	0.90	490
	Effectiveness	3.40	0.90	463

Note 1 Rating scale ranges from 1 ("poor") to 4 ("excellent")

SJH (2/4/93)  
[SPECIFIC\_services]

**Table 6**  
**Services to Students with Disabilities**  
**University of California**

Availability and Effectiveness of Disability-Specific Services					
Disability Type	Service	Mean Availability/1	N	Mean Effectiveness	N
Hearing Impaired	Interpreters	2 90	20	3 30	19
	Notetakers	3 30	46	3 30	46
Acquired Brain Injury	Test-taking Assistance	3 80	12	3 70	12
	Notetakers	3 80	9	3 40	9
Learning Disability	Test-taking Assistance	3 40	233	3 40	225
	Notetakers	3 20	206	3 20	196
	Tutors	3 00	199	3 20	184
Mobility Impaired	Parking Assistance	3 20	196	3 20	190
	On-campus Transportation	3 30	386	3 40	378
	Off-campus Transportation/2	3 00	161	3 20	144
Vision Impairment	Readers	3 20	34	3 20	33
	Adaptive Equipment	2 90	39	3 00	35
	Notetakers	3 10	50	3 10	49
Notes	Test-taking Assistance	3 30	49	3 30	48

1) Rating scale ranges from 1 ("poor") to 4 ("excellent")

2) Off-campus transportation services are available at only two campuses

SJH (2/16/93)  
 [SERVICES]



Table 7  
Services to Students with Disabilities  
University of California

Percent of Faculty and Staff Contact with Campus DSS Programs/1				
Sample Surveyed	More than 10 Contacts	6-10 Contacts	1-5 Contacts	No Contact
Faculty	4%	5%	36%	55%
Staff	22%	11%	45%	22%

Note 1 See Faculty/Staff Survey, item 3 (Appendix 3)

SJH (5/10/93)  
[Table\_7]

**Table 8**  
**Services to Students with Disabilities**  
**University of California**

Ratings of Faculty and Staff Regarding their Knowledge of Campus Services for Students with Disabilities/1				
Sample Surveyed	Excellent	Good	Fair	Poor
Faculty	6%	19%	37%	38%
Staff	12%	39%	31%	18%

Note 1 See Faculty/Staff Survey, item 4 (Appendix 3)

SJH (5/10/93)  
[Table\_8]

Table 9  
Services to Students with Disabilities  
University of California

Faculty Need for Information Concerning Disabilities and Disability-related Issues				
Survey Item No & Description	Very High	Moderately High	Moderately Low	Very Low
5) Need for Information Concerning Campus DSS Services	5%	25%	47%	23%
6) Need for Information Concerning Disability-related Issues	6%	25%	48%	21%

SJH (2/10/93)  
[Table\_9]

**Table 10**  
**Services to Students with Disabilities**  
**University of California**

Faculty Evaluation of Campus DSS Programs and Services				
Survey Item No & Description	Excellent	Good	Fair	Poor
7) Availability of Campus Information Concerning DSS Services	13%	45%	30%	12%
8) Availability of Services to Assist You in Accommodating Students with disabilities	25%	51%	16%	8%
9) Adequacy of DSS Staff in Meeting Your Requests for Accommodations	34%	48%	11%	7%
10) Extent to which DSS Program is an Integral & Permanent Part of the Campus	23%	52%	17%	8%
11) Responsiveness of the Administration in Creating a Barrier-free Campus	17%	52%	22%	9%

SJH (2/10/93)  
[Table\_10]



Table 11

Services to Students with Disabilities  
University of California

Staff Need for Information Concerning Disabilities and Disability-related Issues					
Survey Item No & Description	Very High	Moderately High	Moderately Low	Very Low	
5) Need for Information Concerning Campus DSS Services	10%	37%	42%	11%	
6) Need for Information Concerning Disability-related Issues	12%	40%	38%	10%	

SJH (2/10/93)  
[Table\_11]

Table 12

Services to Students with Disabilities  
University of California

Staff Evaluation of Campus DSS Programs and Services					
Survey Item & Description	Excellent	Good	Fair	Poor	
7) Availability of Campus Information Concerning DSS Programs & Services	12%	49%	31%	7%	
8) Availability of Services to Assist You in Accommodating Students with Disabilities	25%	50%	20%	5%	
9) Adequacy of DSS Staff in Meeting Your Requests for Accommodations	38%	47%	13%	3%	
10) Extent to which DSS Program is an Integral & Permanent Part of the Campus	27%	43%	22%	8%	
11) Responsiveness of the Administration in Creating a Barrier-free Campus	8%	33%	38%	21%	

SJH (2/10/93)  
[Table\_12]

# CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature

## Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of April 1995, the Commissioners representing the general public are

Henry Der, San Francisco, *Chair*  
Guillermo Rodriguez, Jr., San Francisco, *Vice Chair*  
Elaine Alquist, Santa Clara  
Mim Andelson, Los Angeles  
C. Thomas Dean, Long Beach  
Jeffrey I. Marston, San Diego  
Melinda G. Wilson, Torrance  
Linda J. Wong, Los Angeles  
Ellen F. Wright, Saratoga

Representatives of the segments are

Roy T. Brophy, Fair Oaks, appointed by the Regents of the University of California,  
Yvonne W. Larsen, San Diego, appointed by the California State Board of Education,  
Alice Petrossian, Glendale, appointed by the Board of Governors of the California Community Colleges,  
Ted J. Saenger, San Francisco, appointed by the Trustees of the California State University,  
Kyhle Smeby, Pasadena, appointed by the Governor to represent California's independent colleges and universities, and  
Frank R. Martinez, San Luis Obispo, appointed by the Council for Private Postsecondary and Vocational Education

The two student representatives are  
Stephen Leshner, Meadow Vista  
Beverly A. Sandeen, Costa Mesa

## Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

## Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 95814-2938, telephone (916) 445-7933.

# Student and Staff Satisfaction with Programs for Students with Disabilities

## Commission Report 93-15



ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938. Recent reports include

- 93-6** *The Master Plan, Then and Now: Policies of the 1960-1975 Master Plan for Higher Education in Light of 1993 Realities* (April 1993)
- 93-7** *The Restructuring of California's Financial Aid Programs and Its Short-Term Aid Policy: Recommendations of the California Postsecondary Education Commission* (April 1993)
- 93-8** *Undergraduate Student Charges and Short-Term Financial Aid Policies at California's Public Universities: Recommendations of the California Postsecondary Education Commission* (April 1993)
- 93-9** *A New Policy on Undergraduate Student Charges at California's Public Universities: Recommendations of the California Postsecondary Education Commission* (June 1993)
- 93-10** *A Dream Deferred: California's Waning Higher Education Opportunities. A Statement by the California Postsecondary Education Commission* (June 1993)
- 93-11** *Student Fees and Fee Policy at the California Maritime Academy. A Report to the Governor and Legislature in Response to Supplemental Report Language of the 1992 Budget Act* (June 1993)
- 93-12** *Proposed Establishment of the Vacaville Higher Education Center of the Solano County Community College District: A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (June 1993)
- 93-13** *Major Gains and Losses, 1986-87 to 1991-92: A Report on Shifts in the Popularity of Various Academic Disciplines as Fields of Study at California's Public Universities* (June 1993)
- 93-14** *Fiscal Profiles, 1993: The Third in a Series of Factbooks About the Financing of California Higher Education* (July 1993)
- 93-15** *Student and Staff Satisfaction with Programs for Students with Disabilities: Comments by the California Postsecondary Education Commission on Reports Prepared by California's Public Systems of Higher Education in Response to Assembly Bill 746 (Chapter 829, Statutes of 1987)* (September 1993)
- 93-16** *Proposed Construction of the Madera County Educational Center in the State Center Community College District: A Report to the Governor and Legislature in Response to a Request from the Board of Governors of the California Community Colleges* (September 1993)
- 93-17** *Faculty Salaries in California's Community Colleges, 1992-93: A Report to the Legislature and the Governor in Response to Supplemental Report Language for the 1979 Budget Act* (September 1993)
- 93-18** *Appropriations in the 1993-94 State Budget for Higher Education: A Staff Report to the California Postsecondary Education Commission* (September 1993)